

## ACCREDITED MASTER TRAINER

### Self-assessment by Katie Murrie

SUBMITTED ON 07 OCT 2019



#### My educational background is:

My Bachelor Honours degree was in Scots Law. I wanted a career in which I could help people. I concentrated on and had a passion for family law. I was placed in Revenue, Tax and Investments in my first trainee placement – the complete opposite of what I wanted to do. I didn't care for money, pensions and big bonds. I wanted to support families to understand the law and regulations surrounding and affecting them on a daily basis. That's when I started education again returning to university in 2014.

I studied Service Design as part of a Masters Degree course at the University of Dundee (2014-2017). It was the first of its kind, a part-time, collaborative Masters course organised via the School of Education, Social Work and Community Education and Duncan of Jordanstone Art and Design College (DJCAD). The programme helped to develop design thinking and service design skills as well as my knowledge and skills relating to leadership and professional practice across a broad range of contexts including social sciences, education, community work, policing, research, social work and human services.

I took the opportunity to participate in as many workshops and evening design meet ups in and around Dundee as possible. I started to attend design meet ups, Open Change and Creative Dundee events including Pecha Kucha.

The service design element of this Masters was facilitated by Prof. Mike Press (now Director at Open Change) who mentored me throughout. I ran service design workshops as part of my studies at NHS Tayside and University of Dundee's Medical School in 2014.

I collaborated with Mr Rodney Mountain, a Head and Neck Surgeon for NHS Tayside who is also the Lead for Design and Innovation for Academic Health and Science Partnership as well as a V&A Dundee Design Champion. I helped to support Rod introduce the NHS Tayside A&E Department to service design through talks and presentations as well as helping to organise a new unit for final year Medical and Duncan of Jordanstone College of Art & Design (DJCAD) Design students to partner to look at Healthcare Design, acting as a judge for the final prototype presentations.

In 2016, I volunteered with Open Change to gain experience in facilitation and running service design workshops. I assisted delivery with NHS Tayside on a project around wearable technology designed by an ex-student as well as a series of workshops at Dundee and Angus College.

In 2017, I was part of the organising team for the first Global GovJam to be hosted in Dundee and acted as a mentor running workshops on customer journey mapping and supported participants over the 3-day jam. The Jam was so successful, the venue hosts, Dundee and Angus College started to work with Open Change to introduce service design to support organisational transformation.

I worked alongside Open Change to train the initial group of service design champions at D&A College and we began to write, co-design, co-create and develop content for an introductory level service design Professional Development Award in Service Design (SCQF Level7), the first



of its kinds within the UK.

The Professional Development Award in Service Design has gone through rigorous accreditation and validation processes through the Scottish Qualifications Authority. I led on the creation of the content for the qualification, accreditation process developing unit descriptors and assessment instruments to meet national quality standards. As an example, you can access the unit descriptor for the Tools and Methods course here: <https://www.sqa.org.uk/files/hn/J18634.pdf>

I lead on the development of course content and the creation of new course elements at SDA.

### **I currently work at/as a:**

Lead Consultant at the Service Design Academy: <http://sda.ac.uk>

### **My LinkedIn profile:**

<https://www.linkedin.com/in/katie-murrie-038371170/>

### **My social media channels:**

Twitter: [https://twitter.com/KLBain\\_90](https://twitter.com/KLBain_90) SDA Twitter & Instagram @sda\_scot Medium: @KLBain\_90 AND @service\_design\_academy

**I have X years of experience applying service design in projects in order to improve or innovate service offerings for my clients:**

6

### **I have particular experience in the following service sectors:**

Education  
College Networks  
Administration  
University/Higher Education  
Legal Services (tax, investments and pensions)  
Digital Strategies  
Healthcare  
Social Media  
Voluntary services

### **I have successfully delivered the following service design projects for my clients:**

University of Dundee – School of Medicine (September 2014 - February 2015): co-creation of interactive board game to support students to manage workloads and deadlines as part of their final year medical studies.

University of Dundee – School of Medicine (March 2015 – September 2015): co-design of new online monitoring system for collecting, recording and analysing final year medical student assessments.

Dundee and Angus College: Good to Great project (July 17-July 19). Working with a range of departments looking at a variety of organisational and departmental barriers to transform the way that the College operates.

The projects have individual outcomes noted below. Overall outcomes for the College include an increase in attainment, retention, staff happiness and engagement and successful implementation of service design methodologies. The work was recognised, when D&A College won the Campbell Christie Public Service Reform Award (2018) : <http://scottishpublicserviceawards.holyrood.com/winners>

Service Design Champions training was offered throughout the organisation starting with Leadership Forum.

Help Points - co-creation and ongoing review workshops of a new one-stop shop for students, staff and visitors to reduce workloads on other



integral departments and increasing student satisfaction and the overall initial student experience.

Beauty and Barbering Academy - Hair, Beauty and Barbering department looking to co-design a new training academy. User research and co-design workshops with over 80 students, staff and industry. New academy unsuccessful but major changes to department with silos broken, cross campus collaboration and new student curriculum created.

Wellbeing Project - training for 7 members of staff to help support User Research with over 200 staff to co-create new wellbeing programme for the 2018/19 academic term. New classes from African drumming to cycle to work scheme now in place. UR continually done to update and keep staff engaged.

School Engagement – using service design methodologies and user research to co-design a new strategic engagement plan with all secondary schools across the region of Angus, Scotland.

MotivateMe Workshop series: providing a series of workshops for students joining the college at the start of a new academic session to introduce the design process as a way of working better together within D&A College.

Gardyne Theatre: using service design to bring together new and existing staff to align structure and strategy. New processes and improved procedures put in place.

Book and Pay: co-designing a new book and pay system with users, staff and ICT to provide a more streamlined service for customers booking commercial courses along with a new feedback system to ensure continuous improvement.

CommuniTay Bus – working with Customer Engagement team, Strathtay Coaches, local Council to co-design a double-decker bus donated to D&A College. User research conducted to identify needs the bus could fulfil providing mobile learning opportunities, the physical co-design of the bus and the final student led re-design of the interior (on-going).

Horticulture Department - revamping curriculum through design workshops with students, staff, industry, public and awarding bodies. New progression route, cross curriculum collaboration including horticulture, hospitality, science and professional cookery to create a new fine dining experience for guests, while students learn a variety of meta-skills. Video: <https://youtu.be/EN4VHeGAYYo>

Cyber Security Lab - The first College in Scotland to co-design a cyber security lab for the most interactive and immerse learning experience possible with the Computing and Creative Media department. Medium article: [https://medium.com/@service\\_design\\_academy/co-designing-our-classrooms-cyber-security-lab-884e3367bfa2](https://medium.com/@service_design_academy/co-designing-our-classrooms-cyber-security-lab-884e3367bfa2)

Women in Technology - user research and co-design workshops with school pupils, college students, staff and industry from across Scotland to look at how to get more women into technology and change perceptions.

Art, Design and Performing Arts - co-created a new application and recruitment system that is being prototyped this academic term with the additional creation of a new digital welcome pack for students joining the college from abroad.

Supported Education – initially designing a new fit for purpose curriculum to support adults with learning difficulties transition from college to working life. The project unearthed much deeper organisational barriers and difficulties across many different public sectors bodies. An ecosystem map of support and classes was created to breakdown and identify overlaps and areas for improvement.

Ongoing projects include:

Gateway to Trades: user research to review new course that allows students the opportunity to experience different trades before deciding on future studies.

Industry 4.0 and the future of engineering: co-designing a new updated curriculum, identifying gaps for necessary upskilling of staff and



ensuring that learning is fit for purpose.

SDA Lead on the following Consultancy projects:

UNESCO City of Design, Dundee – conducting user research to inform direction of the city's designation over the next three years. The findings were amalgamated workshops facilitated by Creative Dundee to provide a breadth of opportunities for UNESCO to continue to grow and serve the design community. We also supported UNESCO through student projects. Video here: <https://youtu.be/GN5tQL67ldo>

Arbroath Academy – supported by funding from Education Scotland's Schools Creativity Fund, SDA are working with a local secondary school using design to radically re-think how to best serve young people in education. The current curriculum is focussed on only 20% of young people, who will go into higher education. What about the rest? Blog: [https://medium.com/@service\\_design\\_academy/designing-the-curriculum-of-the-future-7f589b42749c](https://medium.com/@service_design_academy/designing-the-curriculum-of-the-future-7f589b42749c)

Knowledge Exchange Network – SDA supported Volunteer Dundee to co-create a Knowledge Exchange Network base for volunteers <http://www.volunteerdundee.org.uk/news/general-news/the-knowledge-exchange-network-2/>

**I regularly participate in service design-related activities in order to stay up to date, share my experiences with peers and get their supervision. Within the last 12 months, I have participated in the following activities:**

- Service Design in Government 2019, Fire Festival 2019, Dundee Design Festival, Creative Dundee/Scotland events, Design on the Inside, DOTI festival (end of October 2019), Selling Service Design (The Service Design Show University), Change Agents training through NHS Horizons, u.Lab: Leading from the Emerging Futures course, Service Design Fringe Festival, London Design Festival

**I actively support the local or national service design community through:**

Committee member of the Service Design Network UK Chapter and support all Scottish activities as well as UK wide through organisational assistance, social media contributions and facilitating events including design meet ups in Edinburgh and the Service Design Futures event at London College of Communications.

I work with local organisations to form design challenge briefs for SDA delegates to work on providing a 'real client' responsibility to our workshops and accredited courses which helps to spread the word around the power of design locally.

I have volunteered time with UNESCO Dundee to support their vision and objectives for the next year 3-year plan and I attended their most recent event with Creative Scotland to look at 'A Design Project for Scotland' alongside the Scottish Government.

I am the co-founder of the Service Design in Education Network. We are a group of diverse people from across the globe, with one passion, to use design to actively disrupt education. We are still at the infancy stage, having facilitated two meet up's in Scotland, participants from across the world join through our online activities and video conferencing – you can follow progress using #SDinED on Twitter.

The Service Design Academy is volunteering time and we will be launching the first ever Design Club in Scotland this month for primary school children. The Design Club is a social enterprise growing a group of volunteers to run free, after-school design activities.

**I have participated as a speaker in the following events:**

College Development Network - Marketing Teams from across Scotland - The Power of Design  
Senior Phase Induction Day: Monifeith High School - Empathy and Ideation  
Lloyds Banking Group - Organisational Design  
Fire Starter Festival: Human Exhibit – Design and Education  
Scotland's College Work Based Learning Group – Introduction to Service Design

**I have published the following books/articles on service design and related fields:**

Medium accounts house all of my articles and blogs: Medium: @KLBain\_90 AND @service\_design\_academy



### The following theories are the key components of my approach to service design:

The Double Diamond - The Design Council, UK  
EPIDT - Stanford D.School  
The Scottish Approach to Service Design  
Marc Stickdorn - 12 commandments of service design  
Cormac Russells work around ABCD approach - Asset Based Community Learning  
Ethnography and Ethnographic research  
Vygotsky's theories on collective creativity  
Louise Downe's work around defining a good service (Government Digital Service)

### My philosophy as a trainer/coach is:

I believe that practical, immersive and collaborative learning experiences are the most beneficial when teaching service design. Providing the opportunity for delegates to learn about the theory through reference to academic working aligned with the Scottish Approach to Service Design and coupled with the use of case studies and examples of completed tools compliments our hands-on approach. Rapid theoretical introduction goes hand in hand with the chance to try, test and play with the tools focussing on real life design challenges helps to embed learning. The use of reflection sheets, peer to peer discussions as well as full group feedback and discussions after the practical aspects of the training help to embed learning and help delegates to place learning back into their professional practice. I truly believe that completing the work-based assessments provides the perfect, safe learning space for delegates to continue to try out and develop their own service design toolkit whilst continuing to embed learning and implement projects across their own professional practice. This assessment aspect is supported through a collaborative online learning platform and I encourage all delegates to share their experiences to start to build a culture of working in the open and not being afraid to share learnings and failures to support learning growth and development.

### I have provided service design training sessions for X years:

3

### Here is a list of all service design training sessions and/or other educational experiences I've facilitated within the last year:

The Service Design Academy run accredited courses at introductory level in service design, in the form of a Professional Development Award. As part of the course curriculum, SDA run three, 2-day intensive bootcamp workshops. In addition to the face to face practical bootcamps, learners must complete online activities and learning, share experiences online and connect with peers via the online platform.

I support learners with online learning and arrange video classrooms on demand. I provide advice, guidance and support when students share their work and their assessments. To gain the PDA in Service Design, you must complete 4 units in Tools and Methods, User Research, Co-Design and a Project. I have also created and lead on the online accredited training, where learners are provided with a design brief and challenges to advance their online learning and materials.

### I have facilitated on the following in the last year:

Two days practical training in Service Design including:

Tools and Methods Bootcamp - Dates: Sept 2018, Jan 2019, Mar 2019, Sept 2019.  
User Research Bootcamp - Dates: Oct 2018, Feb 2019, April 2019, Oct 2019.  
Co-Design Bootcamp - Dates: Nov 2018, Mar 2019, June 2019, Nov 2019.  
Project - Dates: May 2018, Dec 2018, March 2019, Dec 2019.

Maximum number of delegates per training workshop: 25

Mentor at Global GovJam - May 2017 (80 delegates)  
Mentor at Global Service Jam - 2018 (70 delegates)



Mentor at SD Futures/London Design Festival - October 2018 (100 delegates)

Lead facilitator for Dundee and Angus Chamber of Commerce Design Jam – Jan 2019 (25 delegates)

National Services for Scotland (NHS): introducing service design and building capacity in design skills to improve organisational performance.  
Dates: Jan & March 2019 (90 delegates)

Service Design Champions at Dundee and Angus College – Management and Leadership Development team training – 4 x half day training sessions run on demand – Nov 2018 - Feb 2019 (76 delegates)

Scotland's College Work Based Learning Group – June 2019 – half day training session to introduce design principles to reviewing the work-based learning provision for Scotland's Colleges (40 delegates)

Caledonia Housing – providing introductory training to staff to create and support new culture across the organisation through a time of transformation and providing consultancy to guide the design process whilst embedding across the organisation. Date: July 19 (on-going) (18 delegates)

Insights – a one day training workshop to introduce service design to Insights Creativity Team during their annual Brand Camp. Video available: <https://youtu.be/ZwrcVeKK41g> Date: August 2019 (30 delegates)

East Renfrewshire Council - providing bespoke training to upskill 25 delegates in user research to better connect and better serve the local citizens in the services they provide and how they provide these. Date: Sept 2019 (30 delegates)

Glasgow City Council – the design and development of smart city innovation projects and public sector transformation to make services more personalised, embedding service design into the city and its services over 3 years. Date: July 2019 (ongoing). 20 delegates in Year 1.

Responsible for the design, co-creation and delivery of Service Design Business Courses:

The Service Design Mindset (two days practical training) - Dates: Oct 2019,

Tools for Problem Solving and Innovation (two days practical training) - Dates: Nov 2019

Learning to Listen to your Customers (two days practical training) - Dates: Nov 2019

The Co-design Playground (two days practical training) - Dates: Dec 2019

Maximum number of delegates per training course: 25 delegates

**I mostly provide my offerings in the following language(s):**

English

**I mostly provide my offerings in the following countries/cities:**

Scotland

**I cover the following topics during my training sessions:**

- Leadership/management of service design projects
- Facilitation skills for service design
- Measuring impact of service design, relating it to KPIs
- Business model development
- Working with complex service systems
- Organisational development
- Service design for cultural change



- Creativity and ideation processes
- Change management
- Prototyping of services
- Implementation of service design concepts
- Visualisation techniques
- Design and conduct of co-creation workshops
- History of service design
- SD logic
- Relationship of service design to agile, scrum and lean
- Building in-house service design capabilities
- User research/deep customer insights

### My training participants typically have the following level of experience:

- Novice (new to service design)
- Fundamental (basic knowledge)

### These are the most relevant resources I base my work on and I recommend to participants:

This is Service Design Doing and This is Service Design Methods (2019) - we refer to as 'the bible' for introductory studies. The case studies, practical guidance and examples are second provide extremely clear explanations and industry expert opinions for a streamlined approach to learning.

The Scottish Approach to Service Design - design principles and a framework created by Scottish Government. This can help delegates to define design and demonstrates how a shared set of principles and some basic tools will help the Government to design around the needs of people (and not around how the public sector is structured) in an accessible and inclusive way. It is ways to assess the maturity of the Scottish Approach to Service Design in an organisation to align to a set of shared standards. The vision for the Scottish Approach to Service Design is that the people of Scotland are supported and empowered to actively participate in the definition, design and delivery of their public services (from policy making to live service improvement) which makes for an excellent exemplar.

SDN Touchpoint Journals - Excellent range of articles, resources, interviews and case studies from the wider global design community that help me to keep up to date and share relevant materials with delegates. In particular, I am directing delegates to the journal through the new SDN Touchpoint Medium to encourage engagement and membership based on the value of the content coupled with the 'This is Service Design' Podcast.

The Service Design Show - in particular the podcasts/YouTube videos of expert interviews that provide invaluable insights and personal experiences into design as a profession.

Service Design: From Insights to Implementation – Polaine, Lovlie and Reason (2013) – still extremely relevant and a key resource I direct delegates to for a well-rounded introduction to design and the service design process presented in an easy to read user friendly approach and completely based on experience from the authors. Coupled with Andy Polaine's latest podcast with This is HCD/Power of Ten – Mindful Service Design (2018) <https://omny.fm/shows/this-is-hcd-human-centered-design-podcast/34-andy-polaine-mindful-service-design>

Design Podcasts including: Creative Confidence, This is HCD, The Power of Ten, Ethnopod, Work of Fiction, Why – Service Design Thinking.

### These are the service design methods and tools that I use during my sessions:

Double Diamond process is in everything we do at SDA (discover, define, develop, deliver)

The full list of the main tools & methods we use are:

Discovery tools



Personas (two versions – corporate and personal),

Brain writing / brainstorming / body storming

Open User Interviews

Interview cheat sheet

Problem trees

Journey maps

Empathy maps

SDA Empathy walk

User research planning

Observations

Consent and Ethics cards

Stakeholder mapping

Design ecosystems

Define tools

Problem framer

Problem framing cheat sheet

Idea framer

Ideation & Iteration tools

ABC Avalanche

Nesta' Fast Idea Generator

Critical Friend

Quick fire presentations (30, 15, 7 seconds)

Tomorrow's news

Rip and Mix

Vox Pops

Co-design cheat sheets

SDA sunflower (our take on Phil Delaney's Lotus Blossom)

Delivery tools

Blueprinting

Backcasting

Business Model Canvas

Value Proposition Canvas

Mission Model Canvas

New Service Proposal

Collaboration tools

Make ME a plane

Rollercoaster Check-in

Stinky fish

Breaking Down Assumptions

Team Canvas

Team Values template

SDA's crazy 8,

Take 5's

Stop! Assumption

Make it Pop card game

Feedback and reflection cards





## Scottish Approach to Service Design Assessment Matrix

### These are my favourite cases I use to inform about the impact and value of service design:

Lola Lik – co-creating and co-designing a cultural hub using a design approach (perhaps without even realising it) to enhance the community. Using research and data to inform what would be best for the city and how best to enhance and thrive from the diverse citizens and refugees' range of skills to share and collaborate for the better. I use this as an example of the possibilities of the ultimate collaboration where the city connects with its citizens on a massive scale to empathise, understand, ideate, iterate, test and learn together!

<http://www.lolalik.nl/about/>

<https://www.fastcompany.com/3067951/this-infamous-amsterdam-prison-is-now-a-creative-hub-for-refugees>

The Service Design Maturity Model – perhaps not exactly the type of case you were looking for but I tend to reference this and the experiences of Niels Corsten and Jules Prick in writing this piece, in relation to personal experiences, where there was a need to evaluate and assess the understanding of service design on a wider organisational level and the maturity of that understanding within organisations. It helps delegates to understand the holistic impact that employing service design principles can have. I can use this case and maturity model framework to help guide those delegates at a slightly more advanced level when completing their final work place projects to understand the potential structure and potential impact for implementing and embedding service design projects. This is very much aligned with the Scottish Approach to Service Design and the Assessment matrix SDA are prototyping at the moment.

<https://medium.com/touchpoint/the-service-design-maturity-model-84e0b8c82cec>

Government Digital Service and their Service Manual – GDS were founded in 2011 tasked with standardising the technological advancements of the major departments and driving their digital transformation. Designing digital services with citizens to ensure that they are fit for purpose, up to date and inclusive. The creation of the Service Manual sets a service standard and provides guidance and support for department designing to meet that standard. The result is a major overhaul of government services being transformed into digital services in the right way, not simply taking a bad service and putting it online.

<https://gds.blog.gov.uk/about/>

<https://www.gov.uk/service-manual>

NHS Tayside, University of Dundee Medical School and Duncan of Jordanstone students – conducted user research and collaborative approach to designing an infographic for patients being admitted to the A&E department to make improvements to the local community using the NHS services. Patients and family are already in an upset state of mind when joining the use of the A&E services and an easy to understand, accessible and inclusive infographic has helped to explain the process and put patients at ease by informing them of the journey and the people involved. Project won the 'Patient Experience Project of the Year Award' at the Royal College of Emergency Medicine Annual Awards.

<https://www.dundee.ac.uk/djcad/stories/details/collaborative-project-with-ninewells-and-students-from-the-university-of-dundee-wins-award-.php>

[https://www.nhstayside.scot.nhs.uk/News/Article/index.htm?article=PROD\\_312223](https://www.nhstayside.scot.nhs.uk/News/Article/index.htm?article=PROD_312223)

Monzo – the bank created by the people who hate banks. By solving user problems, treating users fairly and being totally transparent, Monzo believe they can make banking better. Using crowdsourced funding and a Monzo community that shape and drive the future of the bank and it's growing number of features and how it continues to be the best bank to fit in with your life. Seamless transactions and completely up-to-date financial updates and instant communication channels to make banking fun! <https://monzo.com/about/>

### I apply the following evaluation tools to make sure the participants have understood the content of my sessions and gained the expected competences/skills:

To ensure that all delegates that undertake training with SDA are competent, and all training is at a consistent level, I collaborated with Open Change and Dundee and Angus College to co-design and create a new introductory level course in service design which allows professionals to return to study to upskill in service design. Delegates studying for accreditation are required to produce 4 design portfolios documenting their service design projects using design tools and methods, conducting and analysing user research, facilitating co-design workshops, prototyping, iteration and implementation.



The portfolios must demonstrate a solid understanding of the design process, the tools, the nature, impact, benefits and implementation of service design projects adhering to the Scottish Qualifications unit specifications. In addition, the learn by doing nature of the courses allows for the opportunity to observe delegates and evaluate understanding through successful completion of the tools on practical application at training courses and subsequently within professional practice. We use online video classrooms to engage and check in with delegates to fully support and offer guidance when back in the workplace to ensure quality and competency.

We encourage delegates to reflect on all learning through reflection questions, peer to peer and group discussions during and after each session. We also encourage delegates to document and share experiences in our collaborative learning platform shared with all SDA delegates to date.

### **After successfully attending my training sessions, participants will typically be able to:**

After the tools and methods course, delegates have the knowledge and skills to explain how and when tools and methods are used in the service design process through the experience, and practical application of those tools and methods demonstrated through a design portfolio that will include reference to service design principles; service design models; the use of tools and methods within the different stages of the design process; case study analyses. In addition to the explanation and practical application of the following mapping tools and an introductory knowledge to the use and practical application of a variety of ideation tools:

Personas

Empathy mapping

Journey mapping

Blueprinting

After the user research course, delegates will have the skills and knowledge to explain the purpose and rationale for user research and its prominence within the design process. Delegates will have the knowledge and experience to carry out a small-scale user research project in a safe, ethical and inclusive manner with reference to cognitive bias and best practices. Delegates will understand when and how to undertake the following methods for collecting user research:

Open user interviews

Pop Up Research

Street Research

Ethnographic Research

Observations

Vox Pops

Service Field Trips

Empathy Walks

Delegates will be able to project plan, scope and conduct user research, gather, analyse and present user research through user research walls, personas, empathy maps and problem framing techniques to define insights and findings.

After the co-design course, delegates will be able to explain and demonstrate through practical application, the key approaches to co-design. Delegates will have the skills and knowledge to scope, design, plan, organise and facilitate a co-design workshop harnessing creative thinking, inclusiveness, participation, prototyping and innovation involving all stakeholders in inducing prototyping environments. Delegates can demonstrate the benefit to collaborative prototyping and iteration within the design process, and will be able to analyse and organise outcomes for problem identification or implementation and evaluation.

On successful completion of the Professional Development Award, delegates will be able to manage a co-design project through all stages of the service design process from project stages, aims, proposal and research scope. Delegates will be able to justify the selection of tools for user research, target participants, rationale for research and all legal and ethical considerations. Delegates will also reflect upon the project process; outcomes in providing service design recommendations and planning for implementation; the benefits of participatory creative thinking and storytelling.

### **I always ask for feedback on my offerings and I systematically evaluate and improve. Examples of some feedback that led to improvements:**

The PDA course was co-designed with pioneer students and a service design agency and as such, there is an element of constant evaluation as



Self-assessment by  
**Katie Murrie**

we gather and analyse data for engagement and success. We have developed evaluation questions and reflection worksheets that delegates complete at least 3 times throughout each training day. This is to ensure that we are managing delegate expectation and can identify any gaps or barriers to learning in real time, rather than on reflection. We use simple capture feedback after each session using post-its to ask delegates what they liked, learned and a suggestion or improvement. The pioneer cohort provided invaluable user research into our courses and the main barrier identified originally was the restrictive College systems used to present the course content. We have completely re-designed and revamped our course content platform from using college systems to using a WordPress site for easier engagement and a more streamlined learning experience.

In addition, the pioneering cohort helped us to organise the logistics of the course. The user research and feedback gathered identified difficulty for learners to attend the course spread over 4 half days and it was agreed that it was a better learning experience and easier for people to attend 2 full days. This meant that we could offer a more streamlined and succinct approach to learning.

We have co-created, developed and built in the use of 'Stop! Assumption' and 'Take a Break' cards into all training following feedback from a delegate who found it difficult to work in a particular group. This gives every delegate the opportunity to stop the group and work through assumptions together or to step away from the group for 5 minutes to take a break. Co-design workshops where people can become quite passionate about ideas and/or user findings can sometimes make quieter participants less vocal and these cards give everyone a voice and an opportunity to break and re-group.

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