

# Senior Phase Design

## Design Process Workshop 1 - Introduction

A process to support groups of partners to work together with schools to co-design and co-deliver a wider range of pathways and courses for young people in the senior phase.

# Senior Phase Design Process Workshop 1

## Background

During 2014/15, the first year of DYW implementation, it became clear that there was a need to build support and develop capacity in curriculum design. In particular, there was a need to understand how new groups of partners could work together with schools to co-design and co-deliver a wider range of pathways and courses for young people in the senior phase.

In 2016 Education Scotland procured the services of SNOOK to plan and run a one-day process design workshop. Up to 40 participants were invited to the workshop. All were known to have had recent and relevant experience of curriculum design or thinking in relation to DYW and/or the senior phase.

Participants were representative of the wider system and included colleagues from local authorities, colleges, schools, employer groups, parents, the residential and secure sector, training and third sector groups, and relevant national partners.

## Aims

The wider aim of the session was to allow participants to learn, through experience, a set of tools and methods that they could bring back to their organisations and apply to solve everyday challenges. The one-day workshop was designed to take participants through the four core stages of the design process.

- Discover more about the issues, problems and existing opportunities related to the senior phase.
- Define core themes, issues and opportunities to focus on.
- Develop potential solutions to address these issues.
- Deliver a quick presentation of all ideas to spark potential interest going forward.

## Workshop 1 - Tools and methods

### Senior phase design workshop process diagram

This guide goes through each stage of the workshop process illustrating the different steps.

### Persona tools

Personas are a fictional representation of a group of people. They support the development of services, crafted around the needs of specific target groups.

### 'How Might We' statements

The framing of problems as 'How Might We...?' statements allows the challenges to be viewed in a more positive way that instead feel like a challenge that can be solved.

### Concept cards

Concept cards support strategic thinking, moving from an idea to a structured concept. They support participants to consider details and generate solutions.

### Storyboards and background cards

Storyboards are a simple way to visualise the end-to-end experience of an idea, product or service. Background cards support storyboards by considering what is happening behind the scenes to make this happen e.g. what people need to be involved and what actions need to happen.

### Action plans

The action plan tool supports participants to identify the actions that need to occur to implement the idea including specifying particular roles and responsibilities and timescales.

### Example of curriculum design workshop process in action

An example of how the workshop process was used to support a partnership planning session led by the Inclusion and Wellbeing Service in West Lothian Council.



## What participants said about the workshop process

- We have many similar ideas – between us we have the solutions.
- I learned about key issues from different sectors in taking DYW forward and the fact that we all have a shared vision.
- I learned how valuable a range of tools can be in generating ideas/discussion.
- An open and collaborative and iterative process.
- The process was tough going at points, but clarity of ideas at the end made it worthwhile.
- Practical solutions were generated through today's dialogue in groups.

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