

DESIGN FOR GOVERNMENT

MUO-E8043 Design for Government (12 cr.)

26.2.2024 - 29.5.2024

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Last updated 19 April 2024

1. Description of the course

Design for Government (DfG) is a 12 cr. practice-based course. Every year, students and stakeholders work together on two contemporary national-level policy challenges commissioned by Finnish ministries and public authorities.

During the 12 weeks (Periods IV and V), students work in groups of four to address the given challenges by following a design approach.

The course follows an open learning ethos, promoting design in government by making publicly available the student work on the course website dfg-course.aalto.fi and the Final Show event. We use a Creative Commons (CC) licence to enable the use of proposals.

Learning outcomes

After completing the course successfully, students are able to:

- apply human-centred design, systems thinking and behavioural design as a problem-solving approach for policy-level project briefs
- analyse collected information and extrapolate critical conclusions that inform concrete actions and systemic change
- identify and evaluate types of design intervention that stakeholders could implement to leverage change
- frame and communicate processes and proposals verbally, visually, and in writing to multiple disciplines, sectors and the public to facilitate participatory environments with stakeholders with different agendas and in multidisciplinary teams

Workload

The course is 12 ECTS. This equals to approximately 320 total hours of work, or 27 hours per week, which is 3.5 full working days per week. The tentative distribution of student workload consists of:

- 72h Contact teaching (lectures, group presentations, peer-to-peer learning)
- 71h Reflection time
- 43h Independent reading (selected articles, video lectures, group discussions)
- 90h Independent project work in teams
- 43h Project communication and final delivery (final presentation, blog, final proposal document)
- 1h Course evaluation

Because the project work is conducted independently and in teamwork outside of contact teaching hours, we recommend students have flexible schedules during this time and avoid taking big courses in parallel.

History

DfG was founded during the academic year 2014 – 15 with the mission of developing and demonstrating design competencies in the Finnish government. The course is part of an international wave of interest in design, and innovation approaches in government, evident in the proliferation of labs, such as Helsinki Design Lab, UK Policy Lab or MindLab in Denmark. Founded by Seungho Park-Lee, with Hella Hernberg and Juha Kronqvist, the course was later led and developed by Ramia Mazé and currently by Núria Solsona.

Teaching team

Núria Solsona, DfG Course responsible, is a University lecturer at the Aalto University (ARTS), Department of Design. At Aalto, Núria teaches the practice of design in policy-making, and service development, in collaboration with commercial and non-commercial project partners. Previously she worked as a service design consultant in the UK and Finland with commercial and non-commercial organisations around the world.

Marco Steinberg, DfG Course responsible, is a Professor of Practice at Aalto University advancing strategic design as an approach to complexity and large-scale socioeconomic change. Marco is the founder of Snowcone & Haystack, a strategic design practice focused on helping governments and leaders innovate. Previously he was Director of Strategic Design at the Finnish Innovation Fund (Sitra) and Associate Professor at Harvard University.

Carlotta Carvalho, DfG Teaching assistant, alumni of DfG 2023, is currently a master's student in CoID with a focus on service design. With a background in communication design, she combines visual and strategic design in her practice. Her thesis project reflects on the impact of narratives on customers in the restaurant industry.

Natalia Villaman, DfG Lecturer and tutor, alumni of DfG 2019, currently pursuing doctoral studies at the University of Helsinki. Her research focuses on facilitation in the context of participatory/deliberative democracy as a practice to foster civic engagement and higher political efficacy. At Aalto, she focuses on teacher collaboration & curriculum development at the Summer School, and is a thesis advisor for the MA in Creative Sustainability.

Taneli Heinonen, DfG Lecturer, has been part of the DfG teaching team since 2015. He works at the OP CX team, helping understand people as social and cultural beings instead of numbers on a spreadsheet. He also teaches service design methods and ethnographic customer insights at Laurea University. He's previously worked as a consultant at Gemic and Hellon.

2. Course Structure & Contents

Students work in teams on an assigned semester-long challenge to deliver: 1) a vision for overall improvement 2) a narrative for change 3) a series of design interventions that help unlock new opportunities to deliver on the vision.

The course is structured around a series of interconnected blocks of activities (image below): Context Setting, Systems Thinking, Human Perspective, Design Intervention, and overall all Proposal development.

Context Setting (Week 1 - 2)

Context matters. The way challenges and opportunities present themselves are dependent on details that context provides. These may be related to current resourcing logics, culture or history. We start by immersing ourselves into the challenge to understand the overall dynamic that underpins the system but also the details that matter.

Project activities:

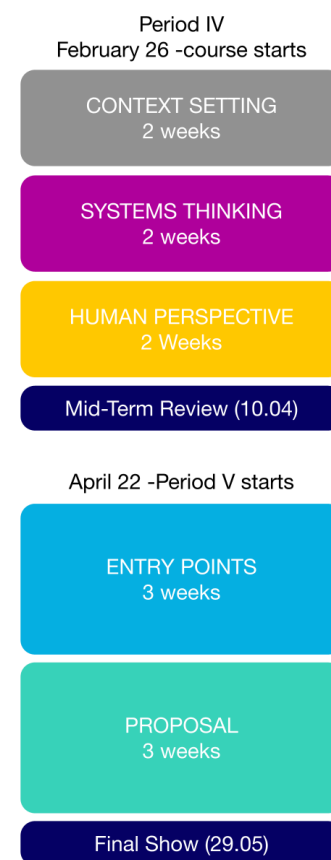
- **Background reading**
- **Roundtable discussion**

Systems Thinking (Week 2 - 3)

Understanding policy as a system of interdependencies and identifying what needs to be changed helps to make an informed decision on where change is needed, at what level, and later on, with what type of instruments. As part of the research analysis, with your gathered data, you will visualise a systems view as an inductive process that will help you to identify opportunities considering other systemic interdependencies (goals, purpose, flows, relationships) behind your project brief.

Project activities:

- **Systems view (Presentation in contact teaching)**
- **Insights summary report (Submission)**
- **Mid-term presentation (Submission)**



Human Perspective (Week 4 - 6)

In the opportunity space, we aim to gain a comprehensive understanding of the causes and consequences behind your project brief, such as a policy change. At the beginning of the course, you will create a research plan (Research agenda document) to identify relevant research participants methods for your research. The aim is to identify what opportunities by gathering insights from different stakeholder groups.

Project activities:

- **Research agenda (Submission)**
- **Fieldwork**

Entry Points (Week 7 - 10)

In Period V, we will continue in a proposal mode by imagining what change could look like and identifying entry points to get there. Our premise is that by intervening in the current system we might be able to help alter its development course. We will build on our analytical insights by leveraging a propositional way of working. What might an imagined better future look like and what could we do now to help us move towards it? What are the leverage point(s) to make change happen? What action/instrument/material can change that?

You will learn about other design materialities, such as behavioural design (nudging), policy interventions. Defining your entry point interventions will depend on the change you want to achieve following previous research analysis.

Project activities:

- **Ideation session with partners**
- **Imagine change and entry point interventions**

Comprehensive Proposal (Week 10 - 12)

We will work to build comprehensive design proposals for your partners to consider and explore. In this last part of the course, you will learn how to communicate your proposal visually through visual storytelling, orally through the Final Show presentation and in writing through the Final Proposal Document. This phase is dedicated to packaging the project for a handover and considering other elements needed for the partner and stakeholders to adopt it in their organisations.

These proposals will comprise three main interconnected elements:

1. A vision for overall improvement. This describes the overall logic and principles that govern a better future system.
2. A narrative for change. This describes how change might happen; and what is a plausible pathway from today to tomorrow.

3. Entry points interventions. These are interventions that are possible within the current context, that help partners unlock new opportunities to deliver towards the vision of an improved future system.

Project activities:

- **Rehearsal presentation**
- **Final Show presentation (Submission)**
- **Final Proposal Document (Submission)**

Project activities are conducted independently in small groups or supergroups. The aim is to guide students' work and support their learning by doing. Although most project activities are not graded, some require submissions, presenting in contact teaching or tutorial sessions. Please find detailed instructions and supporting materials of all project activities on [MyCourses > Project Activities & Submissions](#)

3. Contact teaching & Key dates

Contact teaching sessions will be on-site at Aalto University, Otaniemi Campus in Väre on the first Monday of Periods IV and V (9.15 - 12.00h); and every Wednesday (9.15 - 16.00h).

- **Period IV starts on Monday, 26th February, and lasts for six weeks**
- **Period V starts on Monday, 22th April and lasts for six weeks**
- **Easter Break 28th March - 3rd April (no contact teaching)**
- **Between Period IV and V, there is a break from 15th - 21st April**

[Period IV Schedule](#)

Contact teaching days typically combine:

- **Lectures** related to the corresponding design stage; some of these include hands-on exercises to put the concepts presented into practice for your project.
- **Peer-sharing Sessions** aimed at getting early feedback from peers and teachers on the work in progress. Student groups are asked to share unfinished project activities as work in progress and provide constructive feedback to other peers.
- **Bi-weekly Reading Discussions** are reflective sessions on the given readings for that week. These sessions follow a flip classroom style, deepening reflections through discussion; we expect students to participate and read materials actively before class.
- **Tutorial Sessions** aim to mentor project teams throughout the design process. These sessions will typically run every week either as gigagroup (all), supergroup tutorials (three groups from the same project brief) or in small groups, in slots of 30 min.
- **Partner Sessions** are participatory events during the course to which your project partners have been invited. These sessions will last approx. 3h:

Week 2	06 March	Round table discussion
Week 6	10 April	Mid-Term Presentation
Week 8	08 May	Ideation session
Week 12	29 May	Final Show, final presentation in an open event

Mid-Term Presentation and Final Presentation are aimed at groups to receive feedback from partners and will run in small groups consecutively. In contrast, Round table discussion and Ideation sessions are designed and run by students in supergroups as co-creation sessions running in parallel for partners to provide their input on work in progress.

4. Readings

The purpose of the readings is to 1. understand the context, discourses and/perspectives of what is and what has happened; 2. to gain context-specific language in order to communicate better with the partners, support documentation and express yourself more clearly in the blogs and the final proposal; and 3. to give you on-going inspiration and guidance for your project work.

All readings have been selected to match the project stage; and act as a practical application and inspiration source for your project work. We ask you to read these on the corresponding week as indicated in the week order.

There are two “Reading discussion” sessions per period where the readings will be discussed in contact teaching. **NOTE: Reading discussion sessions may happen too close to the blog deadlines. When you are the blog writer, we therefore strongly recommend you to read the materials well before the reading discussions. This will give you enough time for reflection and inspiration for your writing.**

[You will find all the readings on MyCourses > Readings](#)

Period IV

Reading Block 1 (W2 & W3): Design for Policy

Due: 13 March, Reading Discussion

Mandatory readings and videos:

- (Video) Bailey, J. (2021, March 8) [Design for Policy](#). DfG open lecture.
- Design Indaba(2020, April 27). [Roger Martin on leveraging design in business, 2007](#) [Video]. YouTube.
- Martin, R. (2009). [The Design of Business: Why Design Thinking is the Next Competitive Advantage](#). Harvard Business Press. (excerpt)

Other recommended readings (optional):

- Junginger, S. (2013). Design and Innovation in the Public Sector: Matters of Design in Policy-Making and Policy Implementation. *Annual Review of Policy Design*, 1:1.
- Mintrom, M. & Luetjens, J. (2016). Design Thinking in Policymaking Processes: Opportunities and Challenges. *Australian Journal of Public Administration*, 75:3, 391-402.
- Julier, G. (2017). Public Sector Innovation. In *Economies of Design* (pp 143-164). London: Sage Publications
- Lewis, J. M.; McGann, M. & Blomkamp, E. (2020). When Design Meets Power: Design Thinking, Public Sector Innovation and the Politics of Policymaking. *Policy & Politics*,

48:1, 111-130.

Reading Block 2 (W4 - W5): Systems thinking

Due: 27 March, Reading discussion

- Qureshi, N.S. (2023, July 11). Notes on Puzzles. *Substack*.
<https://nabeelqu.substack.com/p/notes-on-puzzles>

Other recommended readings (optional):

- Gawande, A. (2004, November 28). [The Bell Curve](https://www.newyorker.com/magazine/2004/12/06/the-bell-curve). *The New Yorker*.
<https://www.newyorker.com/magazine/2004/12/06/the-bell-curve>
- Blomkamp, E. (2022). Systemic design practice for participatory policymaking. *Policy Design and Practice*, 5(1), 12-31.
- Kimbell, L., & Vesnić-Alujević, L. (2020). After the toolkit: Anticipatory logics and the future of government. *Policy Design and Practice*, 3(2), 95-108.
- Siodomok, A. (2020) *Integrated Policy: A UK Perspective*. Presentation at The policy community conference. Ottawa, Canada.
- Gaziulusoy, A. I., & Öztekin, E. E. (2019). Design for sustainability transitions: Origins, attitudes and future directions. *Sustainability*, 11(13), 3601.
- Vink, J., & Koskela-Huotari, K. (2022). [Building reflexivity using service design methods](#). *Journal of Service Research*, 25(3), 371-389.

Period V

Reading Block 3 (W6 & W8): Design interventions

DUE: 24 April Reading discussion

NOTE: These are heavy but insightful readings, we recommend reading them with time.

- Meadows, D. H. (1999). [Leverage points: Places to intervene in a system](https://donellameadows.org/).
<https://donellameadows.org/>
- Thaler, R. H., Sunstein, C. R., & Balz, J. P. (2013). Choice architecture. In Shafir, E. (Ed.) *The behavioural foundations of public policy*, 25, 428-439.

NOTE: Split between team members, choose one (at least two team members per reading):

- Meadows, D. H. (2008). Why systems surprise us. In *Thinking in systems: A primer* (pp 86-110). Chelsea Green Publishing.
- Meadows, D. H. (2008). Systems traps...and opportunities. In *Thinking in systems: A primer* (pp 111-144). Chelsea Green Publishing.

Other recommended readings (optional):

- Villa Alvarez, D. P., Auricchio, V., & Mortati, M. (2022). Mapping design activities and methods of public sector innovation units through the policy cycle model. *Policy sciences*, 55(1), 89-136.
- Ferrarezi, E., Brandalise, I., & Lemos, J. (2021). Evaluating experimentation in the public sector: learning from a Brazilian innovation lab. *Policy Design and Practice*, 4(2), 292-308.
- Bailey, J., & Lloyd, P. (2016). The introduction of design to policymaking: Policy Lab and the UK government. In Proceedings of the Conference of Design Research Society (pp. 3620-3633). Brighton, UK: Design Research Society
- Resources from the Social Design Institute from the University of the Arts London. Specially: video of the event “Critical research perspectives on design for government” and the recording of the Symposium on Practice Research: Definitions, Contexts, Futures 19-20 May 2022 particularly Panel 6 “Futures for practice research in social design - Opportunities, challenges and demands”
- Geoff Mulgan (2022) The future. How to re-energise our collective imagination. In *Another World is Possible. How to Reignite Social and Political Imagination* (pp 87-110, 294-299).
- Annala, M., Kaskinen, T., Lee, S., Leppänen, J., Mattila, K., Neuvonen, A., Nuutinen, J., Saarikoski, E., & Tarvainen, A. (2015). Design for government: Human-centric governance through experiments. Retrieved from <https://www.demoshelsinki.fi/wp-content/uploads/2015/09/Design-for-Government-%E2%80%93-Governance-through-experiments.pdf>
- Vesnic-Alujevic, L., Stoermer, E., Rudkin, J., Scapolo, F., Kimbell, L. The Future of Government 2030+: A Citizen-Centric Perspective on New Government Models. EUR 29664 EN. Publications Office of the European Union, Luxembourg, 2019. ISBN 978-92-76-00165-2 doi:10.2760/145751, JRC 115008.
- Pólvara, A., & Nascimento, S. (2021). Foresight and design fictions meet at a policy lab: An experimentation approach in public sector innovation. *Futures*, Volume 128, 2021, 102709, <https://doi.org/10.1016/j.futures.2021.102709>.
- Kimbell, L., & Bailey, J. (2017). Prototyping and the new spirit of policy-making. *CoDesign*, 13(3), 214-226.
- (Video) Mazé, R. (2019) *Governmentality*. DfG video lecture.

Reading Block 4 (W8 & W9): Proposals

Due: 15 May Reading discussion

- Boyer, B. Cook, J.W. & Steinberg, M. (2013). Case 1- Rebuilding Constitución. In *Legible Practises. Six stories about the craft of stewardship* Only Case 1, pages 25-41 https://www.helsinki.designlab.org/peoplepods/themes/hdl/downloads/Legible_Practises.pdf
- UNDP Portfolio for An Inclusive & Resilient Economy

Other recommended readings (optional):

- Kimbell, L. (2015). Applying Design Approaches to Policy Making: Discovering Policy Lab. Brighton: University of Brighton.
- Werneck, C., Ferrarezi, E., Brandalise, I., Vaqueiro, L., & Bonduki, M. (2020). Life Cycles of Public Innovation Labs.
- Keynote Debate DRS 2018: “Social and public: exploring changing contexts of design research and practice through the intersections between design for policy and social design”. Moderated by Dr. Simon O’Rafferty, Debate Participants: Dr. Andrea Siodmok & Dr. Ramia Mazé. <http://www.drs2018limerick.org/participation/keynote-debates>
- Podcast: Diseño y diáspora. Episode 379. Design for Policies (UK/Finland/Sweden). An interview with Ramia Mazé.
(The podcast has many episodes in Spanish about innovation labs and designers working in government. Some of those interviews are part of a publication <https://disenoydiaspora.org/libros/disenoylaboratoriosdeinnovacion2do-libro/>)
- Podcast: UCL Urban Lab Lectures. “Laboratories as a New Mode of Urban Governance” by Andrew Karvonen (about urban experiments) <https://soundcloud.com/uclurbanlab/andrew-karvonen-laboratories-as-a-new-mode-of-urban-governance>
- Podcast: Design in Transition/Diseño en transición (ENG/SPA). Three-episode miniseries hosting the Designing Policy Network. <https://design.cmu.edu/content/design-transitiondise%C3%B1o-en-transici%C3%B3n-podcast>
 - Ep26 Ahmee Kim & Francesco Leoni: Designing for Policy [ENG]
 - Ep.27 Diana Pamela Villa & Beatriz Belmonte: El diseño en el ciclo de políticas públicas [ESP]
 - Ep.28 Natalia Villaman, Luis García & Fede Vaz: Las características creativas y facilitadoras del diseño en el contexto público [ESP]
- Podcast: Design for society, PoGoSIG (Policy and Governance Special Interest Group from the Design Research Society), episodes 2 and 3 with Michael Howlett and Christian Bason. <https://open.spotify.com/show/0z9aIDRX9whH01mHz8ZmPK>

Other interesting resources

Bloggers

- [Beatriz Belmonte \(some blogs in ES, some in EN\)](#)
- [Anni Leppänen \(some blogs in FI, some in EN\)](#)
- [Diana Pamela Villa Alvarez](#)
- [Mariana Salgado \(some blogs in FI, some in EN\)](#)
- [Paul Cairney](#)
- [Anna Birney](#)
- [Dan Hill, City of Sound](#)

Community

- Policy Lab (GOV.UK) <https://openpolicy.blog.gov.uk/>
- Nesta <https://www.nesta.org.uk/>
- States of Change <https://states-of-change.org/>
- Helsinki Design Lab (2008-2013) repository <https://helsinki.designlab.rip/>
- PoGoSIG (Policy and Governance Special Interest Group from the Design Research Society) <https://www.designresearchsociety.org/cpages/pogosisg>
- Julkis-muotoilijat <https://www.facebook.com/groups/julkismuotoilijat/>
- Designing Policy Network <https://www.designingpolicynetwork.com/>
- DRS <https://www.designresearchsociety.org/cpages/home>
- Design & Policy Network
<https://www.arts.ac.uk/research/current-research-and-projects/design-and-policy-network>
- OneTeamGov <https://www.oneteamgov.uk/>
- International Design in Government <https://international.gov-design.com/>
- Design for Government (alumni Facebook)
<https://www.facebook.com/groups/1446102238949740>

Conferences

- Service Design in Government <https://govservicedesign.net/>
- International Conference on Public Policy <https://www.ippapublicpolicy.org/>
- The Creative Bureaucracy Festival <https://creativebureaucracy.org/>
- Design Policy Conference <https://designpolicyconference.com/>
- Design Research Society Conference (DRS)
<https://www.designresearchsociety.org/cpages/conferences>

5. Assessment Methods & Submissions

Assessment methods

The course assessment is done continuously by the course teachers based on individual and group work. Grade distribution is as follows:

- **Active participation (25%)**
- **Blog posts (25%)**
- **Final Presentation (25%)**
- **Final Proposal Document (25%)**

Passing all these assignments is mandatory to pass the course. The final grade will be calculated at the end of the course. [The Rubrics in the appendix](#) describe the assessment criteria in more detail. Please use this as a guide to complete your submissions.

Additionally, groups work on independent project activities ([See section 2 and MyCourses > Project Activities](#)), some of which are not graded but guide project work weekly through the design process.

Active participation (25% of final grade)

Active participation assesses students individually based on their participation in contact teaching and group work. The course requires full attendance, with up to 20% absence with prior permission to pass the course unless otherwise agreed in advance with the teacher in charge. The grade will also be based on observations of the students' contribution to class discussions and exercises during contact teaching and tutorials. These will then be contrasted and fine tuned with the peer-to-peer assessment at the end of the course.

Rubrics

Fail	1-2	3	4-5
Students missed classes without permission or explanation and/or more than 20% of contact teaching sessions.	The student is present but does not participate much during contact teaching. In group work, the student shows inconsistencies.	The student participates actively in class and provides generally useful insights. In group work, the student shows consistency and is a good team player.	The student contributes in class with many reflective and critical ideas. In group work, the student helps teammates in their learning process and leverages other problem-solving approaches in the team very well.

Blog post (25% of final grade)

Purpose:

The Blog post is an individual submission. Blogs offer students a space for self-reflection and to practise external communication with the broader team of project partners and stakeholders. The posts are a "press release" to civil servants and the general public and are therefore, written accordingly tone and style-wise. Blogs themselves, are a more informal, less academic writing piece meant to be accessible to those who are not from the field or familiar with these topics. After revision, blog posts will be published on the DfG website and shared with the project partners. You are welcome to, and encouraged to, disseminate these once they become public (e.g on LinkedIn) in case you want to practice dissemination of your current work and reach out to relevant stakeholders.

The aim is also to progressively build a narrative of your journeys within the DfG course. At the same time, you will be creating content for the Final Proposal Document, for which text, images and feedback should be re-used to reduce workload at the end of the course. Capturing the design process and personal reflections promptly will help you to document the design process more accurately, and to express yourself in a complementary way to your academic practice, learning to reach out to different audiences while maintaining quality.

Each group will post a total of four blog posts during the course, one every two weeks, each written by one different group member. At the beginning of the course, team members will agree on which blog post to write. Each post has an overarching theme and deadline (see below).

After each deadline, every student (also blog writers) will read and comment on the blog post from another group (always the same group) via MyCourses.

What should each blog post include?

- Please follow the detailed instructions on the [MyCourses page > Project Activities > Blogs](#)
- A text containing a synthesis of the current work phase (not an inventory of all the project activities) and critical self-reflections; your main "aha" moment, personally, or as a group, something that makes you think differently about the value of a certain design activity, concepts discussed in class or your brief topic or realisations about the relationship between design and public sector practices.
- Evidence should be included to support the argumentation, that is, interview quotes, literature references and/or facts provided by project partners. Note that research participants' anonymity and use of partner research materials should be used in line with confidentiality and research ethics protocols.

- Good quality images should be included, such as visualisations used in the project, pictures of fieldwork or images of key design activities with the corresponding captions and Creative Commons statement.
- The ideal text length is between min. 500 - 1000 words max. Pay special attention to this limit, and try to convey 1-2 key messages in a concise yet meaningful way.

Format

- Send a .doc to Natalia containing text and images by the specified deadline. Natalia will review it and give you comments to improve the quality of your text. Once these changes are made, please upload your revised blog version into MyCourses > Assignments > Blogs > Add a new discussion topic. Once the text is published on the MyCourses page, Carlotta will take the text and images and publish them on the DfG Website. Núria will share them with your project partners via email.
- When the blog is published all students give feedback to the designated group by adding their comments to their blog post via MyCourses. The deadline for the blog feedback is one week from the blog deadline.

Deadline

- W3 Blog I (DL 15.03)
- W6 Blog II (DL 12.04)
- W9 Blog III (DL 03.05)
- W12 Blog IV (DL 31.05)

Evaluation

[You can find the rubrics in Appendix 1](#)

Research agenda (not graded)

Purpose

The Research agenda is a group submission. The purpose of this document is to help groups plan their research early on. It is iterative, as it can change and adapt as you learn more about your research needs. It aims to kick off your research by defining what to start with and listing other possibilities to decide on later on.

What should the Research plan include?

To complete the assignment, follow the template provided to answer your:

- Research goals
- Research methods
- Prioritizing & Organizing the work

Format

- Fill in the template (feel free to adjust the format as needed) [MyCourses page > Project Activities > Research Agenda](#)
- Upload a PDF on MyCourses
- 1 Submission per group
- **Present in class on 13th March**

Deadline

- Upload on MyCourses the Research Agenda (PDF) by Wednesday 13.03
- Present it to peers and teaching team on Wednesday 13.03

Evaluation

- Presentation is mandatory to pass the course
- This assignment is not graded.

Insights Summary Report (not graded)

Purpose

The Insights Summary Report is a group submission, a mini-internal research report, containing a concise synopsis of your main findings and evidence to support them.

Building on previous research analysis exercises practised in contact teaching, such as systems maps and affinity diagramming, the writing will help you to crystallise the research and collect evidence in preparation for the Mid-Term Presentation.

What should the Insights Summary report include?

- Use the word template provided
- A summary of the main findings across all sources, 3-5 findings are sufficient.
- Each finding should contain a concise title, a brief description and evidence to support it, such as quotes from interviews, pictures from fieldwork, secondary data from reports, or literature references.
- Compared to the Mid-Term presentation, the summary report does not include the design process description, as it focuses solely on the research results.

Format

- Please follow the detailed instructions on [MyCourses page > Project Activities > Insights Summary Report](#)
- Use the word template provided
- Submit a PDF via MyCourses
- 1 Submission per group

Deadline

- Insights Summary report (PDF): Monday 25.03 upload on MyCourses
- Feedback will be discussed during your next group tutorials

Evaluation

- Submission is mandatory to pass the course
- This assignment is not graded.

Mid-Term Presentation (not graded)

Purpose

The Mid-Term presentation is a group submission. At this stage, you should have finalised the research and be able to present emerging opportunities.

This presentation is specifically designed to receive feedback from your partners and evaluate the potential of the presented opportunities for the next phase. In addition, it is a good opportunity to test how to communicate and engage others and spark discussion with a familiar and unfamiliar audience.

Each group will have 10 min. to present + 30 min. to receive feedback from partners in your supergroup and your peers.

What should the Mid-Term presentation include?

- **BRIEF** You do *not* need to present the original brief. Present, instead, your interpretation; what's the angle you've chosen to approach this challenge?
- **PROCESS DESCRIPTION** (briefly) of your process, be precise about the methods you have used. What data/materials is your analysis based on? What methods did you choose? Who did you talk to? Why?
- **RESEARCH ANALYSIS** What did you discover? What is the evidence behind this? e.g. Qualitative details, quotes, pictures, stories from your interviews... Systems map of relevant variables and structures, perhaps flows, obstacles and opportunities?
- **IDENTIFY OPPORTUNITY AREA(S)** What opportunities have you identified that are fruitful for making change happen? Justify and give a sense of scale.
- **We are in the problem-finding stage, so no solutions are presented, only research!**

Format

- Please follow the detailed instructions on [MyCourses page > Project Activities > Mid-Term Presentation](#)
- 10 min. oral on-site presentation.
- It is up to the team to decide who presents (be mindful of time!). Non-presenters are expected to contribute during feedback with the partners and teaching team.
- You can use any format to present live (incl. video and audio files).
- 1 Submission per group

Deadline:

- Mid-Term Presentation. Submit your file by Wednesday 10.04, by 11:00h via MyCourses

Evaluation

- Submission and presentation is mandatory to pass the course but not graded

Final presentation (25% of final grade)

Purpose

The final presentation is a group submission. The final presentation marks the end of the course in an open event called the “Final Show”; a public event that gathers civil servants and designers to celebrate the end of the course. Every year we choose a different venue to meet with the community and continue to build on our network.

In this event, each group presents the results (final proposal) and design process in front of partners, peers, the teaching team and the wider community. This presentation is designed to get feedback from your partners and the public audience. Also, this is a moment to handover the project to your partners and promote it externally.

One week before the final show, students will rehearse at the event venue to practice presenting and receive feedback on the presentation materials.

What should the Final presentation include?

- Brief: You do not need to present the original project brief. There will be a Supergroup brief presenter. Present, instead, your interpretation; what's the angle you've chosen to approach this challenge?
- Design process description: be precise about the methods you have used in your research and sample of your data. What data/materials is your analysis based on? Who did you talk to - not talk to? Why?
- Identified opportunity areas: What opportunities have you identified? Why are these fruitful? Use your research evidence and storytelling to evoke empathy. Visualisations should be utilised to communicate your understanding and make the argumentation and interpretations more transparent, for example, by showing where conflicts, perspectives, and leverage points are in the system.
- Proposal: This is the bulk of your presentation; What needs to change? Why? The focus should be on communicating the narrative for change, with a vision and a clear pathway and concrete examples as entry points of how change could start.
- Further considerations and reflections: What are the next steps to make the suggested change happen? What are the potential barriers? How do you suggest mitigating them?
- Words, phrasing, and imagery included in your public materials can be used according to the terms of the copyright, therefore, also by your ministry. Do not include confidential information. Remember that you cannot use materials copyrighted by others and give citations for any quotes or images from others.
- Remember, this is your moment to be as clear as possible, and as engaging as possible. Take this into consideration for structuring and delivering the presentation itself. How can I tell a story? How do I communicate all the work done in a simple, effective and compelling way?

Format

- Please follow the detailed instructions on [MyCourses page > Project Activities > Final Presentation](#)
- 15 min. oral on-site presentation (audience on-site and online).
- Add your slides on the shared Gslides + a PDF file, name of the file, follow this example: DfG23_FinalPresentation_1A
- On every slide, include the copyright notice: "Creative Commons CC BY 4.0 2024 Name1, Name2, Name3, Name4, and Design for Government course at Aalto University".
- It is up to the team to decide who presents (be mindful of time!). Note that attendance is mandatory and that active participation will be assessed as usual. Non-presenters are expected to contribute during feedback with the partners and teaching team.
- 1 Submission per group

Submission deadline

- Final Presentation on shared GSlides deck by Wednesday 29 May 11:00
- Upload PDF file via MyCourses by Wednesday 29 May 11:00

Evaluation

- [You can find the rubrics in Appendix 2](#)

Final Proposal Document (25% of final grade)

The Final Proposal Document is a group submission, a document reporting on the student group project from start to end. It does not report all the activities that the team conducted, but the most relevant activities of the design process, with the appropriate information and evidence. Key to this document is a clear articulation of the team's overall proposal: what might a better future look like? How might we get there? And where might we start?

The target audience for this document is your partner, other relevant stakeholders, and their teams. When writing, planning and working on the document, keep in mind that after submission, it will be published on the DfG website and will be available to a broader audience.

Purpose

The purpose of the Final Proposal Document is to create a standalone, synthesised, and well-organized documentation to handover to your partners. Likewise, this assessment is aimed at practising communication in written form to the diverse audiences relevant to your project brief.

What should be included in the Final Proposal Document?

Suggested contents below:

- Executive summary (1 Page): It summarises your proposal in such a way that conveys what it is, why it is relevant, for whom, by whom, and the benefit it provides to tackle your challenge.
- Describe your methods (observations, workshops, secondary/desktop research, analyses, etc.) and your sample (number and interviewees, roles,...).
- Include findings descriptions supported with evidence (data from desktop research, quotes from interviews, pictures from observations...).
- Description of your final proposal, focus on communicating how change will be achieved, not how it will be designed. Key elements can include 'why?', 'what?', 'how?', etc. Convey the value of your proposal to your key stakeholders
- The vision for overall improvement. This describes the overall logic and principles that govern a better future system.
- The narrative for change. This describes how change might happen; and what is a plausible pathway from today to tomorrow.
- Entry Points are concrete actions that can be taken now, that help unlock more opportunities to work towards the proposed direction of change.
- A final personal critical reflection on the big picture of the subject matter, the value of the design approach you followed, "aha" moments or gaps you identified, and the proposal's value in the given challenge.
- Interview protocols, transcripts, lists of sources, etc., can be included as an appendix.

- Consider including images from your research, analysis, and diagrams – use captions to describe the images and give photo credits.
- You can re-use your texts from the blogs! However, shape the text in relation to your final proposal - how did you discover or conclude something that led to the final proposal?
- On your cover page, include the copyright notice: “Creative Commons CC BY 4.0 2024 Name1, Name2, Name3, Name4, and Design for Government course at Aalto University”.
- Words, phrasing, and imagery included in your public materials can be used according to the terms of the copyright, therefore, also by your ministry. Do not include confidential information, if such information is important to include, you can send it as a separate Appendix clearly marked with who can access the material. Remember that you cannot use materials copyrighted by others and give citations for any quotes or images from others.

Format

- Please follow the detailed instructions on [MyCourses page > Project Activities > Final Proposal document](#)
- A4 vertical
- 10-15 pages is an ideal length, and there is no maximum page limit (including all cover text and images). Do not go overboard.
- Each group should write one document. If parts of your research were done in the supergroup, you could duplicate that information in each of your documents.
- Turn in your document as PDF (max 15GB). If you would like to include .mov or other files, then ZIP all together in 1 file)
- Name of the file, follow this example: DfG23_FinalProposal_1A
- 1 Submission per group

Submission deadline:

- Final Proposal Document (PDF): Friday 14.06 via MyCourses

Evaluation:

- [You can find the rubrics in Appendix 3](#)

6. Period IV Schedule 2024 (Subject to change, check MyCourses latest version)

Day	Times	Room	Contact teaching agenda	Individual Pre-Readings & Assignments	Weekly Independent Project activities	Submissions
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Week 1: Context Setting						
Mon 26 Feb	09:15 - 10:00	F101	Course introduction	Introduction to Finnish Society & Government VIDEO on MyCourses		Teambuidling exercise MyCourses > Project Activities
	10:15 - 12:00	F101	Teambuidling & Communication (Natalia Villaman)			
Wed 28 Feb	09:15 - 10:15	Q202	Peer sharing: Round Table Assignment (Gigagroup & Teaching team)	Preparing to lead a Roundtable Discussion (Due 28.02) MyCourses > Project Activities	Familiarize yourself with the project brief and read the background materials provided on MyCourses > Project briefs	Prepare a Top 10 questions for your research agenda to share with peers next Wednesday
	10.30 - 11.30	Q202	Guest lecturer, Healthcare in Finland Ilmo Keskimäki (THL)			
	12.00 - 13.15	<i>Lunch Break</i>				
	13.15 - 14:15	Q202	Policy coherence in biodiversity (Núria Solsona and Marco Steinberg)			
	14:30 - 16:00	Q202	Writing Blogs (Natalia Villaman) Peer Session: Dress Rehearse & Start setting up a research agenda (Gigagroup)			

Day Times Room Contact teaching agenda Individual Pre-Readings Weekly Independent Project activities Submissions

Week 2: Context Setting &				Systems thinking		
Wed 06 Mar	09:15 - 10:15	Q202 L102	Peer sharing: Top 10 Questions for research agenda (Gigagroup & Teaching team)	Reading Block 1 (Due 13 March) MyCourses > Readings	Desktop research Prepare Research agenda (Due 13 March) Further Guidelines: MyCourses > Project Activities	
	10.30 - 12.00	Q202 L102	Prepare for Roundtable discussion (Supergroups)			
	12.00 - 13.00	<i>Lunch Break</i>				
	13.00 - 15:00	Q202 L102	Roundtable Discussion with project partners (Supergroups, Partners & Tutors)			
	15:15 - 16:00	Q202 L102	Supergroup tutorials: Debrief and Update the research agenda (Supergroups, & Tutors)			

Day Times Room Contact teaching agenda Individual Pre-Readings Weekly Independent Project activities Submissions

Week 3: Systems perspective						
Wed 13 Mar	09:15 - 10:30	Q202	Tutorials: Research agenda (Gigagroup & Tutors)	Reading Block 1 (Due 13 March) MyCourses > Readings	Conduct research Develop a Systems map Further Guidelines: MyCourses > Project Activities	Research Agenda (13.03) Blog Post I (DL 15.03) Further Guidelines: MyCourses > Project Activities
	10:45 - 12:00	Q202	Lecture: Problem finding (Taneli Heinonen)			
	12.00 - 13.00	<i>Lunch Break</i>				
	13.15 - 15.00	Q202	Introduction to systems design (Marco Steinberg)			
	15:15 - 16:00	Q202	Reading Discussion Block 1 (Núria Solsona)			

Day Times Room Contact teaching agenda Individual Pre-Readings Weekly Independent Project activities Submissions

Week 4: Systems Perspective				Human Perspective		
Wed 20 Mar	09:15 - 10:15	F101	Lecture: Public sector context, organisational logic (Marco Steinberg)	Reading Block 2 (Due 27 March) MyCourses > Readings	Conduct Research Develop a Systems view, prepare to share next week in class (Due 27.03) Prepare Insights Summary Report Further Guidelines: MyCourses > Project Activities	Blog I Peer Feedback (DL 22.03)
	10:30 - 11:30	F101	Lecture: Affinity diagramming and Insights statement (Núria Solsona)			
	11:30 - 12:00	F101	Project Clinic (Groups & Tutors)			
	12:00 - 13.15	<i>Lunch Break</i>				
	13.15 - 14.15	F102	Lecture: Research analysis (Taneli Heinonen)			
	14:30 - 16:00	Biz T003	Drawing out the system in groups (Marco Steinberg)			

Day	Times	Room	Contact teaching agenda	Individual Pre-Readings	Weekly Independent Project activities	Submissions
Week 5: Human Perspective						
Wed 27 Mar	09:15 – 10:30	M202	Peer-to-peer sharing: Systems view (Gigagroup)	Reading Block 2 (Due 27 March) MyCourses > Readings	Finalise research and start analysing your data. Prepare Mid-Term presentation Further Guidelines: MyCourses > Project Activities	Present Systems view in class (work in progress version) (Due 27.03) Insights Summary Report (Due 25.03) Further Guidelines: MyCourses > Project Activities
	10:45 – 12:00	M202	Lecture: Communicating research orally (Natalia Villaman)			
	12.00 - 13.15	<i>Lunch Break</i>				
	13:15 - 14:15	M202	Reading Discussion Block 2 (Núria Solsona)			
	14:30 - 16:00	M202	Group tutorials (Groups & Tutors)			

Day	Times	Room	Contact teaching agenda	Individual Pre-Readings	Weekly Independent Project activities	Submissions
EASTER BREAK 28.03 - 03.04 - No contact teaching on 03 April						
Week 6: Mid-Term						
Wed 10 Apr	13:00 - 16:00	M202	<p>Mid-term presentations to project stakeholders</p> <p>10 min. Presentation 30 min. Group Feedback + Tutor</p> <p>In this order: Group 1 (A,B,C) and 2 (A,B,C)</p>	<p>Reading Block 3 (Due Period V (TBC))</p> <p>MyCourses > Readings</p>		<p>Mid-Term presentation</p> <p>Blog Post II (DL 12.04)</p> <p>Blog II Peer Feedback (DL 19.04)</p> <p>Further Guidelines: MyCourses > Project Activities</p>

Period V Schedule 2024

Day	Times	Room	Contact teaching agenda	Individual Pre-Readings & Assignments	Weekly Independent Project activities	Submissions
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Week 7: Vision						
Mon 22 Apr	09.15 - 10.00	F101	Period V introduction (Marco Steinberg & Núria Solsona)	Reading Block 3	Define the vision in a supergroup	<i>No submissions</i>
	10.15 - 12.00	F101	Teamwork Exercise (Natalia Villaman)			
Wed 24 Apr	09.15 - 10.00	Q201	Introduction: Vision, Narrative for Change and Entry Points (Marco Steinberg)			
	10.15 - 12.00	Q201	Constructing a vision, activity starter (Group)			
	12.00 - 13.15	<i>Lunch Break</i>				
	13.15 - 14.15	M202	Constructing a vision, activity starter (Supergroup)			
	14.30 - 16.00	M202	Reading Block 3 Types of interventions (Núria Solsona)			

Day	Times	Room	Contact teaching agenda	Individual Pre-Readings & Assignments	Weekly Independent Project activities	Submissions
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Week 8: Entry points						
Wed 01 May			No contact teaching Group tutorials: Arrange 30 min. slot with tutors this week.	Reading Block 4	<p>Entry Points activity starter</p> <p>My Courses > Project Activities > Entry Points</p> <p>Supergroup Presentation (2 Slides) for the Ideation session with partners next week consisting of: Slide 1 Vision, and Slide 2. The long list of 9 entry points (3x3), highlighting the 3 (3x1) that each group will discuss in the partner session next week.</p>	Blog III (DL 03.05)

Day	Times	Room	Contact teaching agenda	Individual Pre-Readings & Assignments	Weekly Independent Project activities	Submissions
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Week 9: Partner session, validating entry points						
Wed 08 May	09.15 - 10.15	F101	Facilitation for co-creation sessions (Natalia Villaman)	Reading Block 4	<p>In your groups, start thinking about your narrative for change. <i>What is the path for change? How will the entry points achieve the desired change over time that leads to your vision? How to communicate it?</i></p> <p>Prepare for 5 min. introduction (verbal with some visual aid) to present your project to the Design Future students next week</p>	Blog III Peer Feedback (DL 10.05)
	10.30 - 12.00	F101	Prepare for the Ideation session with partners			
	12.00 - 13.00	<i>Lunch Break</i>				
	13.00 - 15.00	F101 M202	Ideation session with partners Present the Supergroup Vision (5 min.) 30 min. Each group to discuss 1 Entry point			
	15.15 - 16.00	F101 O112	Supergroup tutorials			

Day	Times	Room	Contact teaching agenda	Individual Pre-Readings & Assignments	Weekly Independent Project activities	Submissions
Week 10: Narrative for change						
Wed 15 May	09.15 - 10.00	F101	Reading Block 4 Narrative for change (Marco Steinberg)	<i>No readings</i>	Prepare a 10 min. introduction to present your work in progress proposal (Vision & Entry point) to the Design Future students on Wednesday – focus on your proposal, the brief will be introduced by the teaching team.	<i>No submissions</i>
	10.15 - 11.15	F101	Narrative for change, activity starter (Marco Steinberg)			
	11.30 - 12.00	F101	Group tutorials			
	12.00 - 13.00	<i>Lunch Break</i>				
	13.15 - 14.30	F101	Group tutorials			
	14.30 - 16.00	F101	Student meet-up: Design Futures (University of Arts London, LCC) meets DfG			

Day	Times	Room	Contact teaching agenda	Individual Pre-Readings & Assignments	Weekly Independent Project activities	Submissions
Week 11: Rehearsals						
Wed 22 May	09.15 - 11.00	F101	Introduction to Final Show & Final Proposal Document	<i>No readings</i>	Prepare Final Presentation My Courses > Project Activities	<i>No submissions</i>
	13.00 - 16.00	Kela, National Pensions Institute Helsinki	Rehearsals at Kela 15 min. Group Presentation 10 min. Feedback Group Reflections and practicalities on the Final Show Presentation order Group 1 (A,B,C) Group 2 (A,B,C)			

 **Kela National Pensions Institute:** Nordenskiöldinkatu 12, 00250 Helsinki

Day **Times** **Room** **Contact teaching agenda** **Individual Pre-Readings & Assignments** **Weekly Independent Project activities** **Submissions**

Week 12: Final Show						
Wed 29 May	12:00 - 13:00	Kela, National Pensions Institute	Final Set-Up	<i>No readings</i>	Prepare Final Presentation My Courses > Project Activities	Blog IV (DL 31.05) Blog IV Peer Feedback (DL 07.06) Final Proposal Document (DL 14.06)
	13:00 - 16:00	Kela, National Pensions Institute	Final Show 15 mins Group presentation 5 min Q&A 15 min Stakeholder discussion Presentation order Group 1(A,B,C) Group 2 (A,B,C)			
	16:00 - 17:00	Kela, National Pensions Institute	Course Debrief & Wrap-Up			

 **Kela National Pensions Institute:** Nordenskiöldinkatu 12, 00250 Helsinki

7. Appendix: Rubrics

Appendix 1: Blog post Rubrics (25%)

	Fail	1-2	3	4-5
Writing and evidence	The blog is handed in late. The blog is poorly written and fails to deliver in terms of the given format. The blog disregards the word limit.	The blog is well-written in terms of redaction and grammar, but the argumentation needs more narrative, evidence, citations and links between contents learned in the course and current group work.	The blog is well-written, with a clear narrative, and well-structured. The blog provides sufficient evidence to support the argumentation. Citations and referencing are used correctly.	The blog is well-written, addresses a clear audience, is well-structured, with accurate use of terms. The blog provides compelling and cleverly used evidence and visuals to support the arguments. The writing style and length is appropriate for a blog. Citations and referencing are used correctly.
Process description	The blog is not in-line with the process stage and does not describe the design process (Human-centred, Systems, Intervention or Proposal).	The blog does not focus enough on relevant information related to the corresponding design stage when the blog was written. Descriptions are lengthy and need more synthesis.	The author reports on the key activities in the design process, including critical notions related to the corresponding design stage.	The author describes the work with great synthesis and command of how to build a narrative around the design process. The student evaluates their process/project work with insightful self-reflection while hinting at next steps.
Critical reflection	The blog does not bring any reflective points. There are no conclusions in the blog post.	There are a few reflective points, but these should be discussed in depth and are superficial. There is a lack of a personal point of view.	There are considerate self-reflective points on the design process that the author discusses in detail. There is a personal point that shows potential, which could be analysed further.	The author discusses the value of the project activities/results analytically, using literature as a building block. The blog is thought-provoking and critically analyses the bigger picture from a personal point of view.

Appendix 2: Final Presentation Rubrics

	Fail	2	3	4-5
Storytelling, Clarity & Communicability (visual and oral)	During Rehearsals students have not shown enough preparedness to achieve a minimum of grade 2. This is also a minimum requirement to participate in the Final Show.	Well-structured, but the storyline is missing. The presentation contains too much information, which shows a lack of synthesis. Links between the design process and project results are not evident. Lack of consistency in using design terms, and in an accessible way to non-designers.	Well-structured, with a clear storyline and well-synthesised information connecting the design process and results coherently. The amount of information is correct and truthfully supports the team's design process and project results. Visual language and appropriate use of design terms support the message. Research data is well-deployed as research evidence.	Very well-structured, with a compelling storyline and well-synthesized information. The presentation is persuasive yet accessible, elicits thinking and clarifies complexity with concrete examples. Research data and visualisations, support the explanation of the work very well. The use of terms is anchored in the stakeholders' context and understanding.
Quality of research	During Rehearsals students have not shown enough preparedness to achieve a minimum of grade 2.	The choice of methods and participant sample lack justification. Key perspectives are lacking. Exploration of the subject matter provides a basic understanding.	The choice of methods and participant samples are well justified. Key perspectives are included. Exploration of the subject matter provides a good understanding.	The choice of methods and participant samples are convincingly justified. New perspectives are included. Exploration of the subject matter is done in depth with a critical narrative and mature understanding.

<p>Framing of identified opportunities</p>	<p>-During Rehearsals students have not shown enough preparedness to achieve a minimum of grade 2.</p>	<p>The identified opportunities describe challenges, user needs, or human behaviours broadly connected to the subject matter. The connection to the project brief is not clear or is weak.</p>	<p>The identified opportunities are clearly articulated and documented. These opportunities arise from real needs and uncover insightful challenges clearly connected to the project brief.</p>	<p>The identified opportunities are clearly articulated and documented. These opportunities uncover insightful systemic challenges, providing a nuanced, mature, and relevant angle to the project brief.</p>
<p>Relevance of the proposal</p>	<p>-During Rehearsals students have not shown enough preparedness to achieve a minimum of grade 2.</p>	<p>Links between research analysis and proposal are not evident or are weak. There is a lack of systemic analysis to support the design intervention choice. The proposal is not clear . Concrete examples are lacking to assess the relevance of the proposal.</p>	<p>There is consistency between the research analysis and proposal. There is a clear vision, entry points and pathway for change. Actions are clear. There are concrete steps presented for the suggested change process. It is clear why and what needs to change.</p>	<p>There is consistency between the research analysis and proposal. There is a clear and compelling vision, entry points and pathway for change. Actions are clear and compelling. Concrete examples of intervention demonstrate where to start. The team considers the different stakeholder roles realistically.</p>

Appendix 3: Final Proposal Document Rubrics

	Fail	1-2	3	4-5
Documentation and presentation	The overall presentation of the report contains errors (or wrong information) and is poorly written and presented. Credits and referencing are inconsistent, which questions research ethics, anonymity and confidentiality.	The document is generally well-written and structured, it documents the process with some visual elements. The report, however, needs stronger research evidence to substantiate the work. Credits and referencing are done correctly, in line with anonymity and confidentiality.	The document is consistently well-written and structured. Tone of voice is professional, including some reference to technical terms and concepts where needed. . Evidence of the design process (visualisations of the process, pictures, ...) and research evidence (fieldwork data, pictures...) support the content of the work well. Credits and referencing are done correctly, in line with research anonymity and confidentiality.	The document is very well written and structured. Tone of voice is professional while avoiding use of jargon. There is good use and command of technical terminology and concepts where needed. Research evidence from diverse sources is critically deployed to support the argumentation. Visualisations clearly contribute to an additional meaningful communication. Credits and referencing support anonymity, in line with anonymity and confidentiality.

<p>Justification of the proposal</p>	<p>The descriptions of the findings are not well-articulated and do not provide sufficient or clear understanding. There is no evidence presented, such as relevant literature sources or research data. There are no clear links between opportunities identified and the proposal</p>	<p>Descriptions of the research findings are well-articulated and show a sufficient understanding of the bigger picture of the project brief. The description of the findings lacks sources to substantiate the arguments.</p> <p>Lack of details on how the different elements of the proposal addresses the identified opportunities.</p>	<p>There is a solid case made for the proposal based on research findings and other relevant sources. Descriptions of the research are well-articulated and provide nuanced understanding of the bigger picture of the project brief.</p> <p>The choice of entry points is described well and is consistent enough with the identified opportunity.</p>	<p>Research findings show a mature and in-depth understanding of the bigger picture of the project brief. The description of the findings is analytical and contains enough detail, using relevant references from a rich mix of sources to support arguments.</p> <p>The choice of entry points is reflective of government actions and consistent with the research analysis and proposal.</p>
<p>Handover communication</p>	<p>The document does not clarify why and what needs to change. A pathway for change is missing, such as next steps for stakeholders.</p>	<p>The document describes why and what needs to change. Actions are not clear, and do not consider the role of stakeholders in supporting change.</p>	<p>The document describes well why and what needs to change. The report considers the relevant stakeholders involved to make change happen. Examples support stakeholders to take actions.</p>	<p>The document persuades in clarifying why and what needs to change. The report considers the relevant stakeholders involved to make the change happen. Examples motivate stakeholder to take actions.</p>

Critical reflection	There are no conclusions, or reflections throughout the process are weak.	The report provides sufficient reflective points . Conclusions on the learnings are either summaries adding little, extraneous to the project, too lengthy and inconclusive.	The report provides good reflective points . In the final conclusions, the team presents a coherent personal point of view, which could be further analysed to add significance.	Throughout the report the team evaluates their own work critically. By providing elaborated reflections, the team develops and presents a compelling point of view of the project brief . Contextualises the project on the bigger picture, including barriers and obstacles that need overcoming too.
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