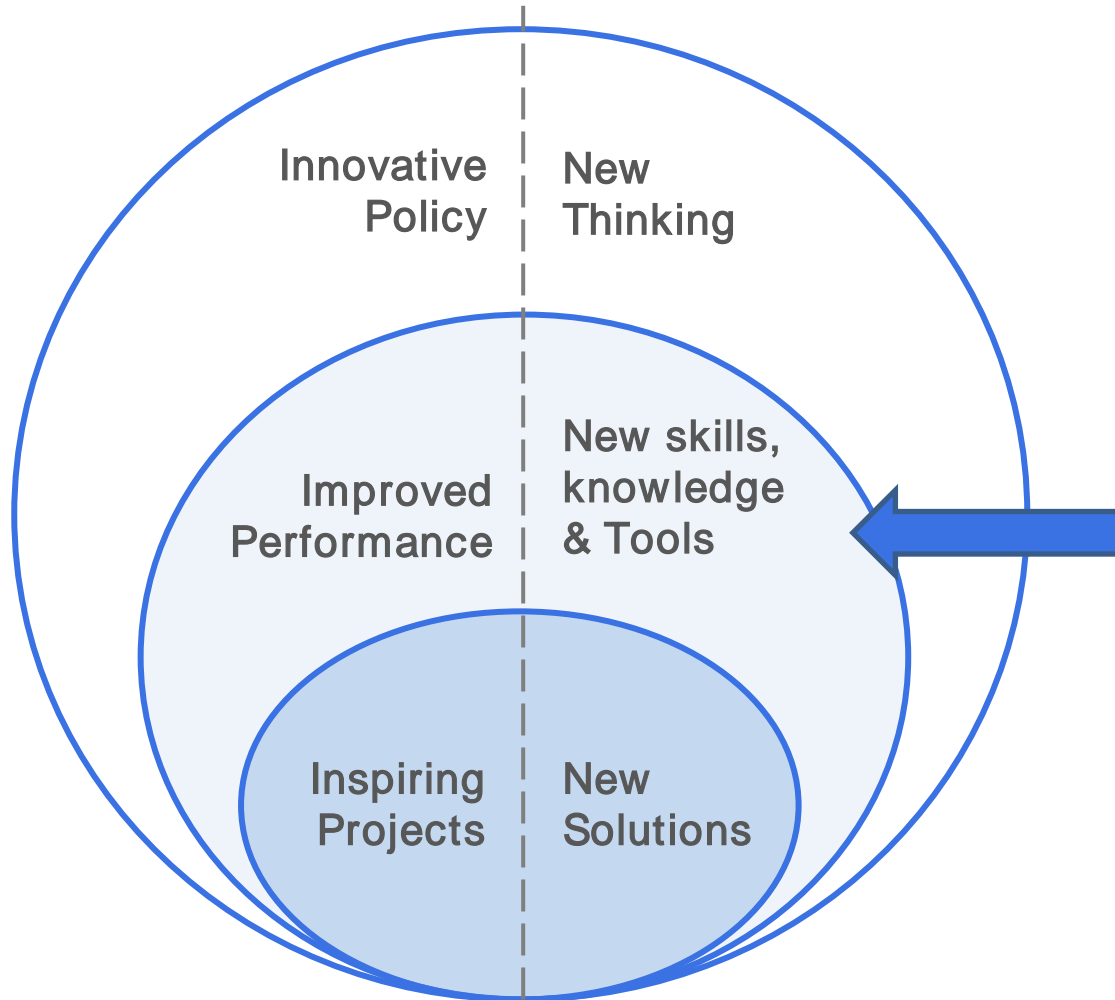


Level 2 impact:


New skills & knowledge



Formal training


https://civilservicelearning.civilservice.gov.uk

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High quality learning and development that supports you to provide excellent public services

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 New learning from CSL  Civil Service Learning

Policy schools & away days



Lab Lights

Thank you for participating in the PPSU Lab Light workshop 2nd December 2014!

We appreciate your enthusiasm and hope that the tools and techniques you tried out were useful. We hope the personas and learning journeys gave you some insight into how people learn and what their different needs might be. We also hope that you now have a better idea about when and how it might be appropriate to assess policy professionals. If you're interested, the day has been summarised and written up in a presentation below so please feel free to download a copy.

[Download Presentation](#)



Get a set of the Policy Lab tools



Keep the conversation going

Policy Lab Session:

1. Do you agree with the following statements? *

	1 (Disagree)	2	3	4	5 (Agree)
The session run by the Policy Lab was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident to use these tools on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will encourage my colleagues to use these tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercises helped me to better understand the problem we are trying to solve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am looking forward to seeing how the ideas will be used and developed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be interested in being involved in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open Policy Toolkit



Open Policy Making toolkit

[Give feedback about this page](#)

From: [Cabinet Office](#)

Updated: 1 November 2016, [see all updates](#)

Search this manual

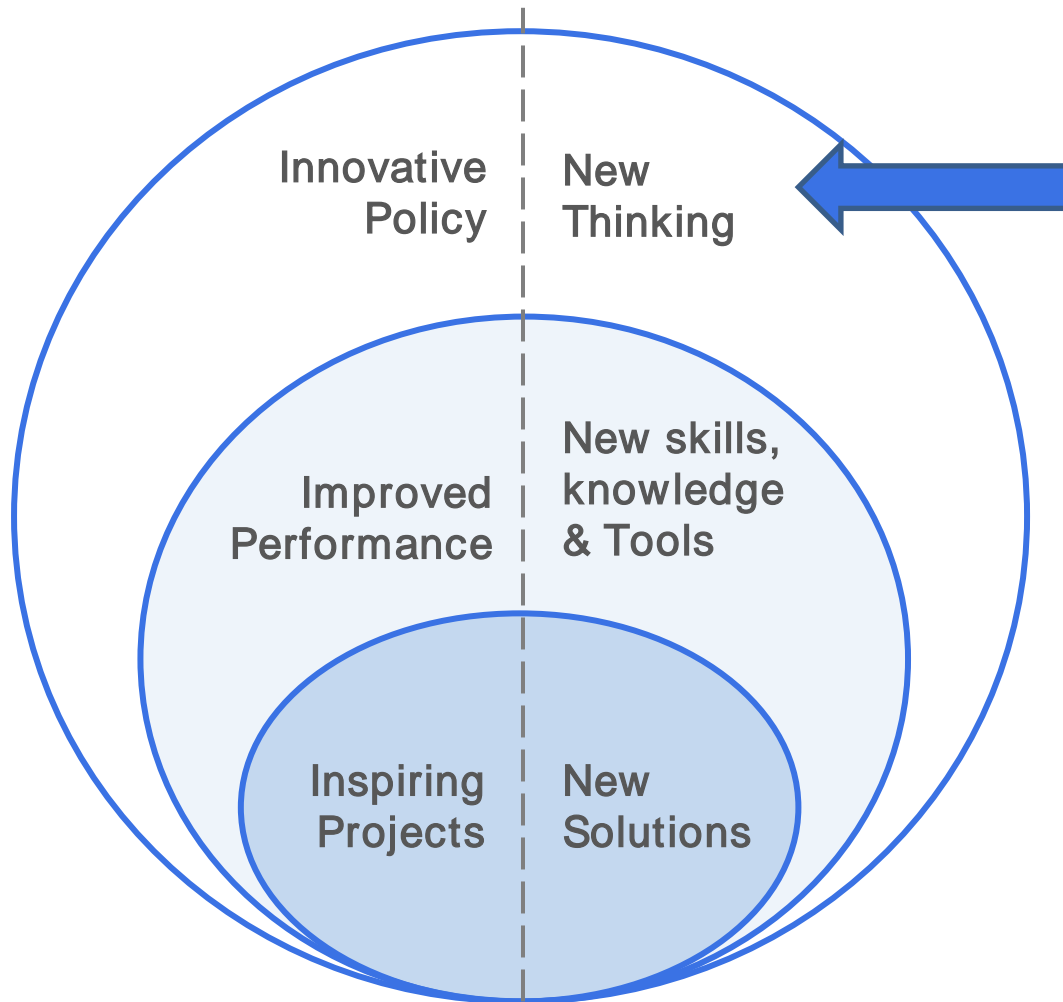
Contents

This manual includes information about Open Policy Making as well as the tools and techniques policy makers can use to create more open and user led policy.

Departmental reach

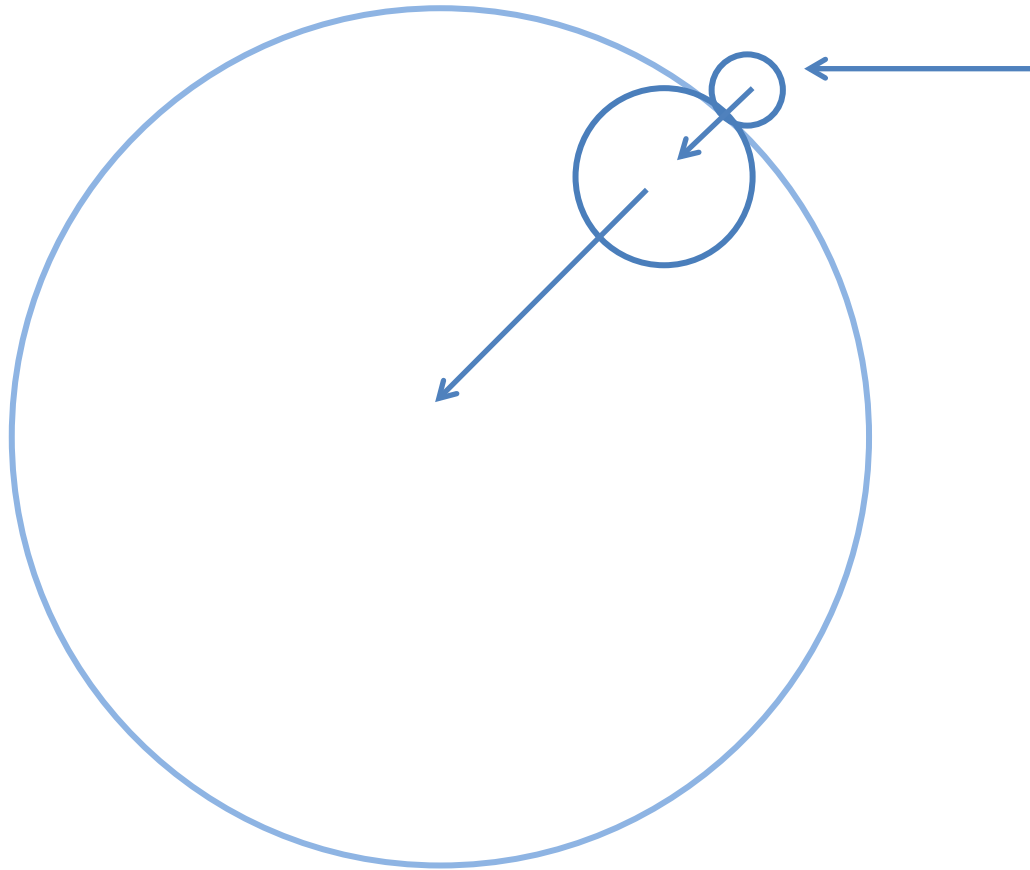


Level 3 impact: New thinking



Inspiring **new thinking** and innovations in policy through our experiments and writing.

Lab Experiments

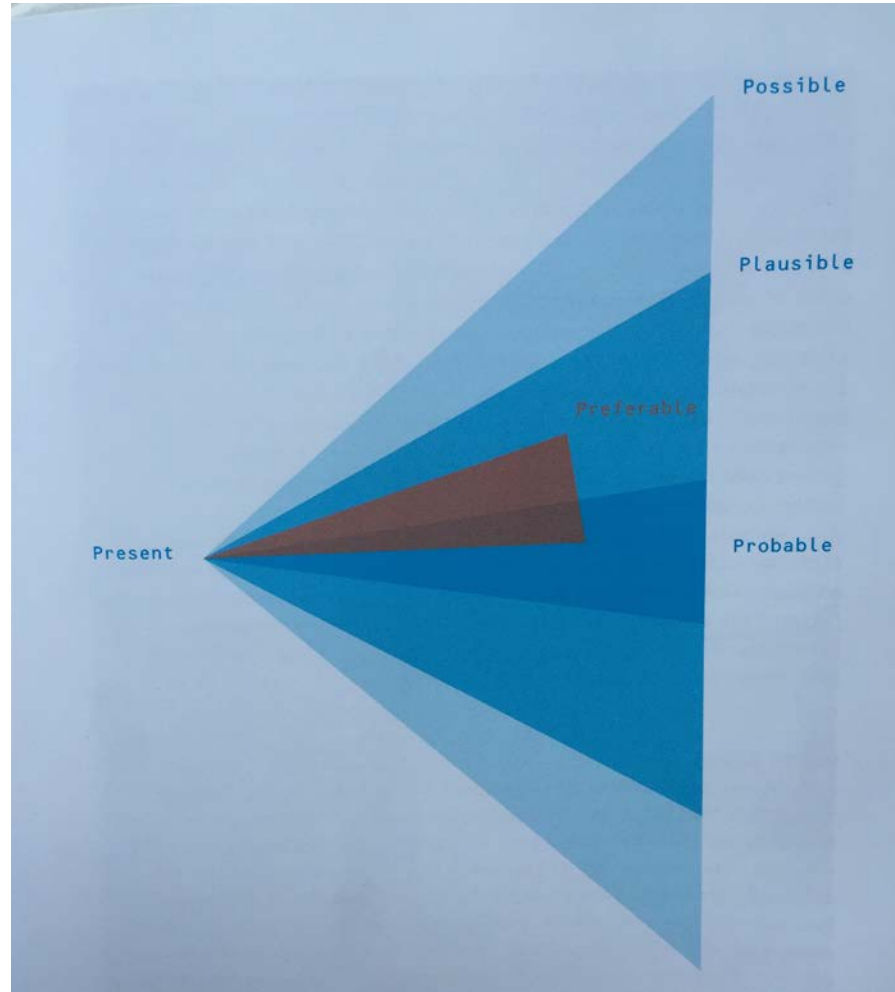


We experiment here. If the experiments work we bring them into government and then try to increase their use in departments...

Experiments: Speculative design



Speculative Design



Probably, plausible, possible, preferable

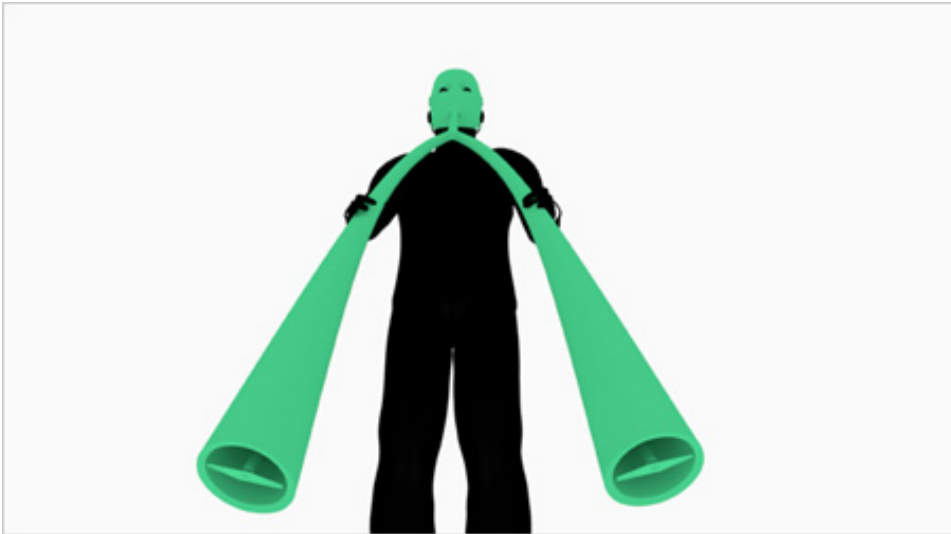
Uninvited guests

Superflux



Design for an overpopulated planet

Dunne & Raby



Example 3

When we all live to 150, Jaemin Paik



Policy Lab

Organisations: [Civil Service](#)

Preventing homelessness

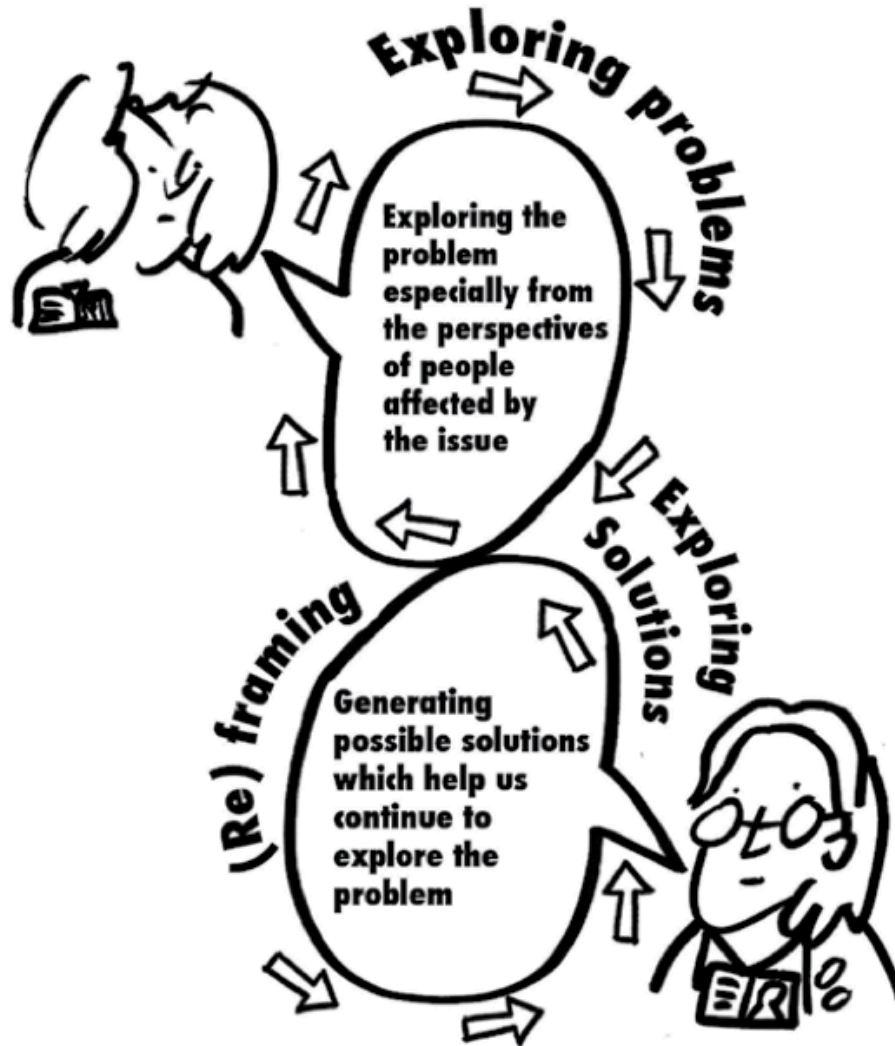
Last Monday, the Prime Minister announced £20 million funding for local areas to test new approaches to preventing homelessness. These will draw on the insight and ideas that Policy Lab have generated with DCLG, local authorities and charities over the ...



The Lab and GDS



The Lab and GDS



Overall impact

Empathy and understanding for people affected by policies

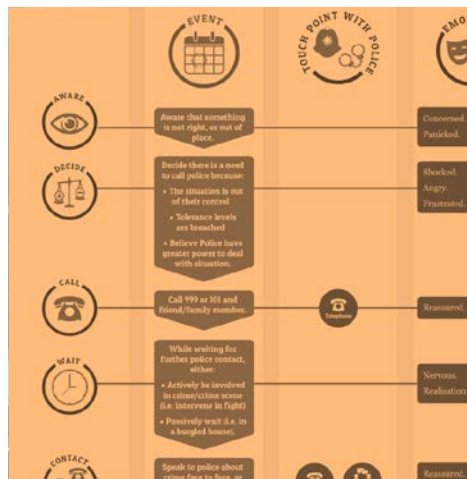
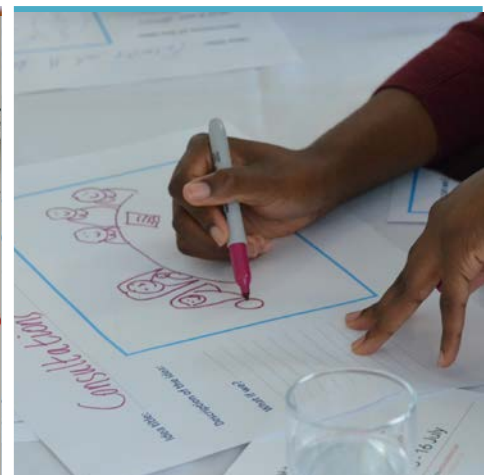
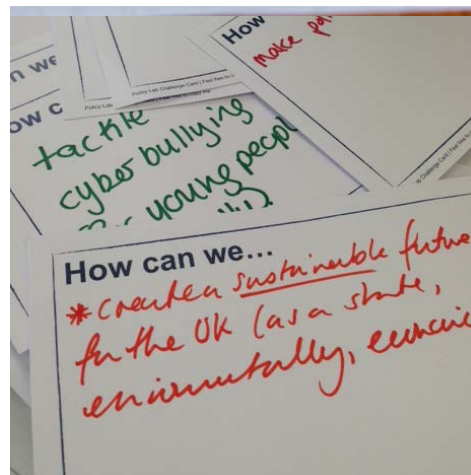
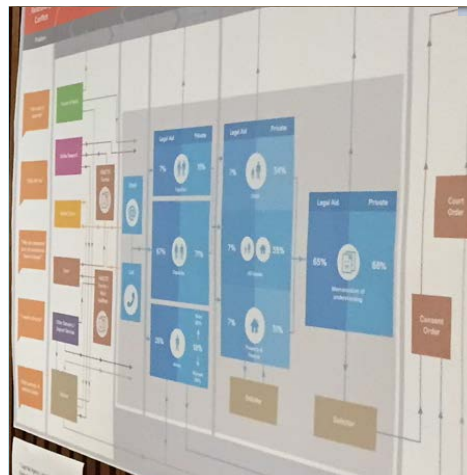
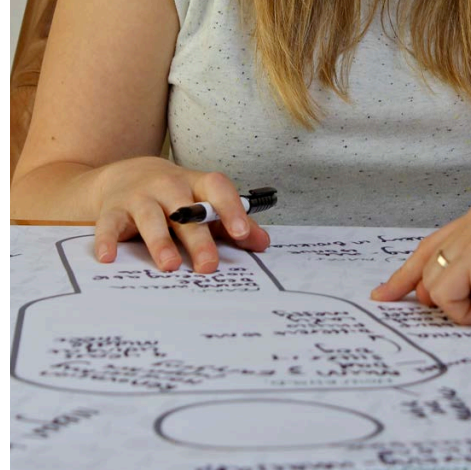
Empowered and more **confident policy makers** with better networks

Space for **constructive, non-hierarchical** conversations

Ideas direct from the people most affected

Shared language between policy & (often digital) delivery







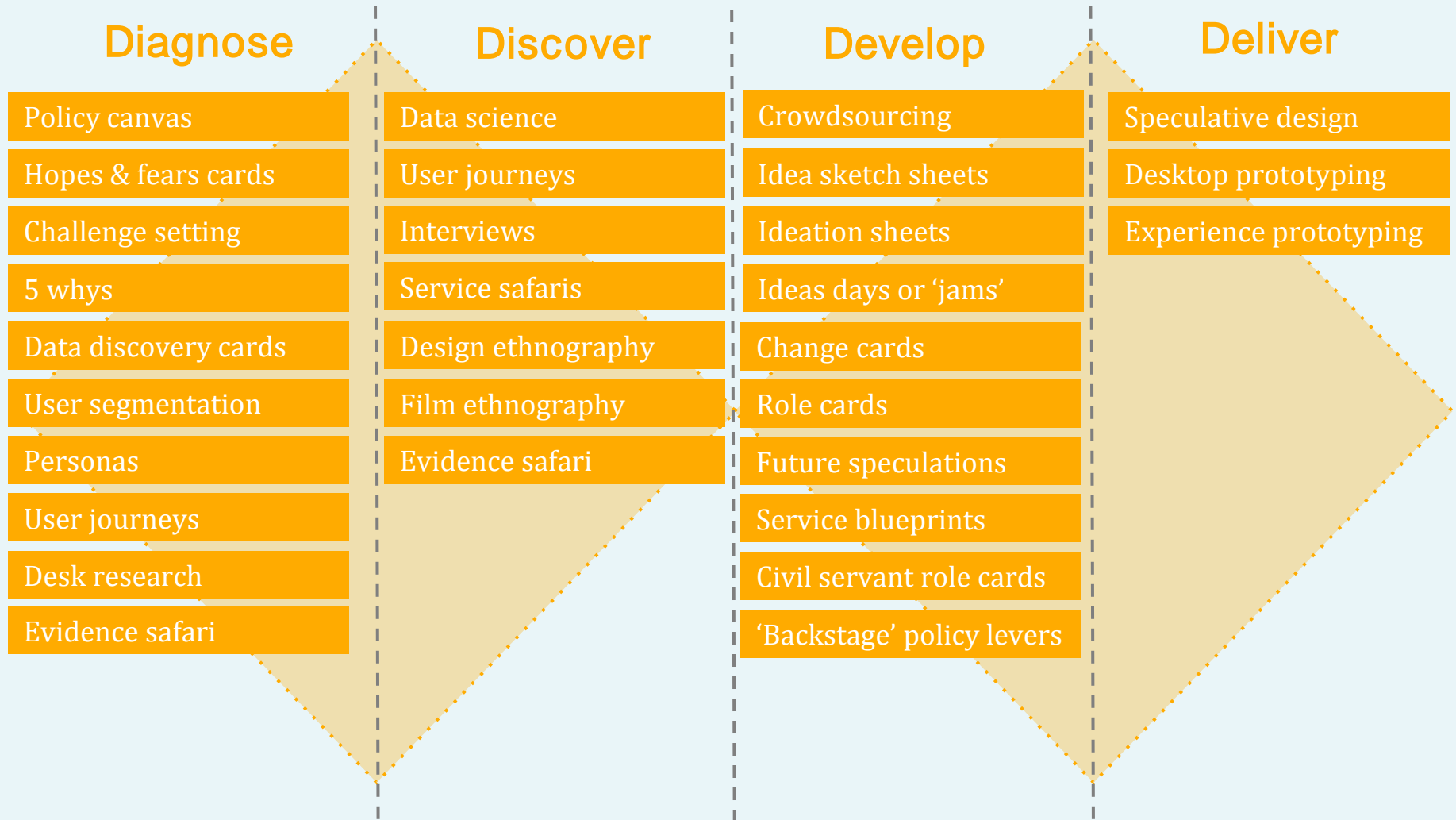
@PolicyLabUK

Openpolicy.blog.gov.uk



Our methods

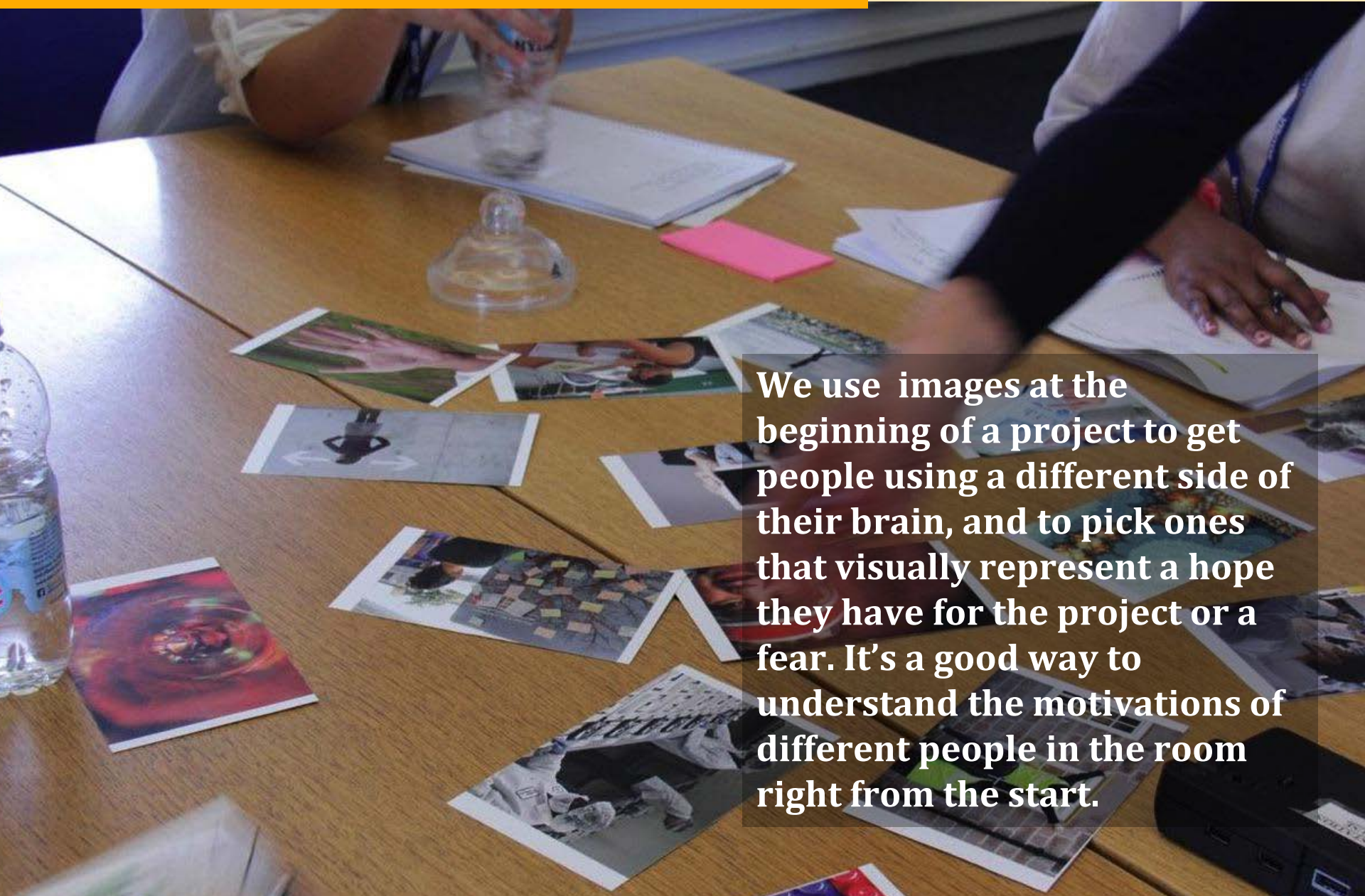
Our tools & techniques



Our tools & techniques

	Basic <i>(or Lab in a day!)</i>	Intermediate	Specialist
Diagnosis	Ask 'why?' five times to get to the root cause Challenge setting	Hopes & fears cards Policy canvas Metric sheet	Evidence safari
User-insight	Personas User journeys	Service safaris Photo-based interviews	Design ethnography Film ethnography
Digital	Reading twitter/online fora Posing questions on online fora	Online questionnaires e.g. Survey monkey Online crowdsourcing platforms	Online engagement tools A/B testing
Data	Data discovery cards Google trends visual.ons.gov.uk	Online data visualisation tools, e.g. RAW, Dataseed	Machine learning, predictive modeling, clustering/segmentation
Idea generation	Change cards Brainstorming Idea sketch sheets	Policy Jams or ideas days What if... Policy blueprints Policy intervention cards	Speculative design

Hopes & fears cards

A wooden table is covered with various items related to a workshop activity. There are several printed photographs scattered across the surface, some showing people in various settings. A pink sticky note is placed near the center. A clear glass water bottle is on the left, and another one is being held by a person in the background. A person's hands are visible on the right side of the table, interacting with the materials. The scene is brightly lit, suggesting an indoor setting.

We use images at the beginning of a project to get people using a different side of their brain, and to pick ones that visually represent a hope they have for the project or a fear. It's a good way to understand the motivations of different people in the room right from the start.

Challenge setting



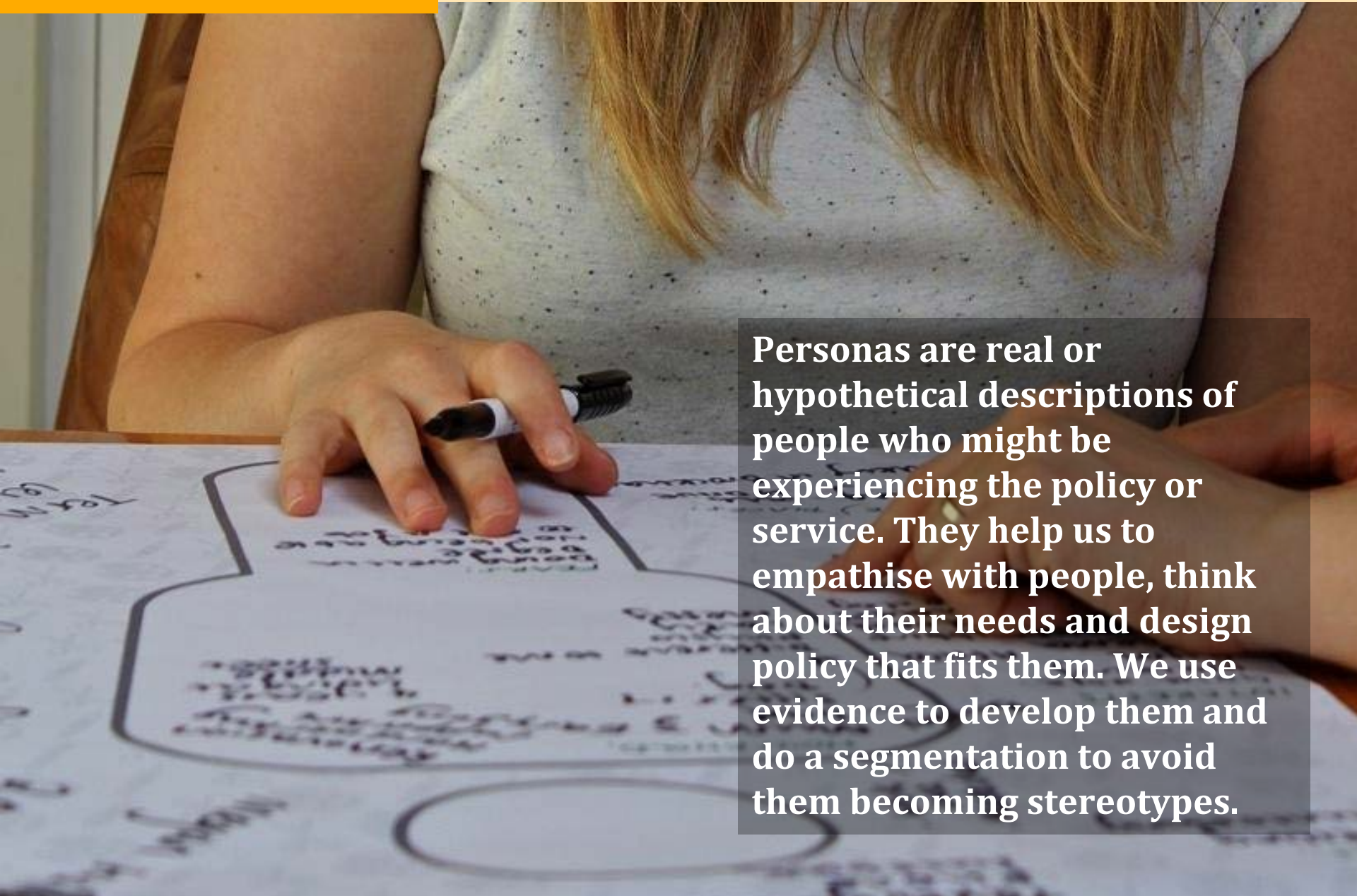
How can we?

~~Reduce~~
put methods
to reduce

Policy Lab

Challenge setting is our way of finding the right question to answer. It takes many iterations!! By asking why five times, we can get to the root causes of the issue. And by asking 'how can we?' (as opposed to 'how can I?') we open up possibilities to a wider set of ideas which require more than one department.

Personas

A person with long blonde hair, wearing a grey t-shirt, is sitting at a table and drawing on a whiteboard. They are using a black marker to draw a large, irregular shape that resembles a speech bubble or a cloud. The whiteboard has several other shapes and handwritten text on it, including the words 'Personas' and 'Segmentation'. The person's hand is visible, holding the marker and pointing at the drawing.

Personas are real or hypothetical descriptions of people who might be experiencing the policy or service. They help us to empathise with people, think about their needs and design policy that fits them. We use evidence to develop them and do a segmentation to avoid them becoming stereotypes.

Personas



Elderly without cars

Quick facts

This group is the oldest of all the others; some have mobility issues and therefore rely on a lot of lifts from family and friends.

They don't have that many travel needs.

Account for about 6% of the population



“I don't really use transport at all really. I don't like walking too far because it can be tiring. If I need to go somewhere I'll get my daughter to take me. I know about climate change but I don't think I'm doing much to hurt it...”



More information

This is the oldest group, with most members 70+. Many have mobility issues related to a disability or longstanding health problem. A high proportion are retired (and using a state pension). Most feel they are coping or living comfortably financially. Most live in towns and cities outside London.

This group are reliant on cars to get around (receiving lifts from friends and relatives) but few have a driving licence or are keen to own their own car. Those who are able to like to travel by bus a lot. Long distance travel is uncommon though; few use trains and almost none fly. Given their age cycling and walking are not forms of transport that are easy to adopt.

This group feel their lifestyles has a low impact on the environment.

They are also the least well educated of all nine segments (73% had no qualifications) and are among the least knowledgeable and least concerned about climate change. They tend not to feel a personal responsibility for climate change and most say they were are interested in finding out more about what they could do personally to tackle climate change.



Less affluent urban young families

Quick facts

This group have lower travel needs and don't rely on the car as much as some other groups. 1/4 are young people living at home.

They're less well educated and less environmentally conscious.

Account for about 21% of the population



Personas are real or hypothetical descriptions of people who might be experiencing the policy or service. They help us to

empathise with people, think about their needs and design policy that fits them. We use evidence to develop them and do a segmentation to avoid them becoming stereotypes.

“All my mates live nearby so if I'm going to see them I'll walk or cycle. Sometimes I'll take the bus. I've got a licence so sometimes drive my mum's car if it's going to be a bit of a hassle. I don't walk home alone.”



Most of this group are under 40, from lower socio-economic groups in the city in local authority areas. They're the least affluent or car owners and often have children living at home. 1/4 are young people (18-24) who are struggling with their finances. Many started work without going to university and aren't concerned about climate change.

Everyone had a car - most just one. Around a half of them say they're the 'main driver' of the car and mainly they're using it to get to work. Their cars are usually older and second-hand, with smaller engines. Some have traded down to a car

with a smaller and/or more fuel efficient engine to save on the fuel costs and financial pressures. They would like to do a bit more about their behaviour and feelings of vulnerability stopped them walking, cycling and using buses and trains as a mode of transport. Their young age and short commute (on average 7 minutes) means they're not too concerned about climate change. They're also less likely to be in the most vulnerable areas of the city.



Idea sketch sheets



We use creative methods to help people come up with new ideas. Sketching can help share germs of ideas during co-design sessions with stakeholders.

Open ideas days



Policy Jams and open ideas days help engage wider stakeholders with policy areas and co-develop ideas. They often start by exploring evidence or asking stakeholders to share their experiences, and then generate ideas as a result.

Speculative design

A photograph showing a person from behind, looking at a large, illuminated digital display. The display shows a futuristic cityscape with various text and images. The person is wearing a dark jacket. The background is a blurred indoor setting, possibly a museum or gallery.

Speculative design imagines possible (rather than probably or predictable) futures and then creates an object or image from them. This tangible 'thing' allows to engage the public in a debate about whether we not we want that type of future, and what we would need to do to get there (or avoid it). Research before situations exist.

Service blueprints



WELL IN WORK SERVICE					
WHO THIS IS FOR	1 BECOME AWARE OF SERVICE	2 REGISTER FOR SERVICE	3 MEET YOUR COACH	4 RECEIVE PERSONALISED SUPPORT	5 TRANSITION
IN WORK Alan • Due to an accident, Alan has long term chronic neck and back pain • Stress at work makes the pain worse • His condition is a big factor in his life and he needs regular physical exercise and rest to manage • He also regularly needs time off work to attend appointments • Alan finds the process of going back and forth between health services and his employer very frustrating.	Awareness campaigns to introduce the WIW service: a Employer facing campaign (website, briefing pack, collateral, PRI) to signpost employees who are finding it hard to manage b GP and health service facing campaign (briefing pack, collateral) to refer patients to the service c Voluntary sector facing campaign (briefing pack, collateral, PRI) to signpost their clients to the service d JCP facing campaign (briefing pack, collateral) to refer jobseekers to the service e Integrated into Investors in People and other employer networks to promote among businesses Aims: • Ensure that all employees are aware of the support available to them, early on, at their most vulnerable point, irrespective of the service touchpoints they choose to use	15 minute triage questionnaire: a Call centre • Takes user through the questionnaire to signpost them to the most relevant coach • Open early until late (8am-8pm) b Branded free phone booth • Access in JCP/JP/CAB c Web link to online questionnaire • Available on GOV.UK d Drop in hub • At JCP/JP/CAB Aims: • Quick, accessible process to register interest in the service through channels and touchpoints that are user centered • Offer the service a simple three question triage process to assess the users suitability	1 hour assessment of needs and challenges: • Review work and health history • Create a WIW action plan • Record of history and action plan • Signposted to most relevant support services to start actioning WIW plan (see 4: SUPPORT) a Call centre • Or Skype b Branded free phone booth: • Access in JCP/JP/CAB c Web chat with coach: • via GOV.UK d Drop in hub • At JCP/JP/CAB Aims: • Understand the history of the users journey across health and work • Support the user to develop a realistic action plan • Provide a tool that can be used for both evidence and progress-tracking	Personalised support: • Simultaneously interact with three touchpoints throughout the action plan implementation phase a Monthly catch up with WIW coach: • Call centre • Phone booth • Web chat • Drop in hub b WIW book to document health and work journey: • Co-developed with user • Updated together by coach and individual c Specialist support as recommended or referred by your coach: • GP (Fit Note) • OH (company occupational health) • FFW (access to occupational health) • JCP (help to find the right job) • OH (to get the right job and case studies to facilitate conversations and adjustments) • CAB (legal and financial advice) • VSA (volunteering opportunities and support) • Local authorities (access to social services and housing) Aims: • Support users to successfully manage their health and work • Help user and system stay focused on getting back to work	Continuous service: • There are two pathways in transitioning out of WIW service • Once out of the service it is easy to transition back in the case of relapse or change of circumstance a In work and managing health condition confidently • Use WIW book for future and for a relapse b Requires recovery period • May receive ESA support • Temporary voluntary work to maintain mental wellbeing and regularly use WIW action plan • Use WIW book to return to condition • ESA support • Support from employers Aims: • Support users to have the confidence to return to work • Ensure users are supported to do so and that ESA is granted to those who need it
ON SICK LEAVE Yasmin • Has been experiencing anxiety and depression for over a year • She was then diagnosed with cancer, took long term sick leave for chemo • Wants to get better but worries about transitioning back to work • Feels like the stress at work has aggravated her physical condition • Her line manager makes her feel that root of stress is not workload but her lack of management	Alan • Alan becomes aware of the WIW service through his employer who recommends they set up a WIW action plan together. Yasmin • Yasmin is referred to the WIW service by her doctor, as he knows she is struggling with negotiating sick leave with her employer. Robert • Robert becomes aware of WIW service through his advisor at JCP.	Alan • Alan registers for the service by calling the WIW call centre and answering some quick questions, and arranges a Skype call for the following week. Yasmin • Yasmin visits the link her doctor gave her and completed the quick questionnaire to register. She then receives an email invitation to visit the drop-in hub. Robert • He signs up for the WIW service while at JCP using the free phone booth. He is given an appointment for the following week.	Alan • He meets his coach and together, they create a WIW action plan which he then completes with his employer. Yasmin • Yasmin visits the drop in hub at her local health centre and is assigned a coach. Her coach talks to her to understand her complex health and work history. Robert • Robert meets with his WIW coach through the drop in service within JCP. Together with his advisor they create his WIW action plans.	Alan, Yasmin and Robert are all referred to FFW who give his employer advice on making adjustments at work. He also signposts him to a pain management course he can try. Yasmin's coach supports her by linking her with a union, which gives her advice on employment rights and how to negotiate with her employer. She also signposts her to a pain management course she can try. Robert meets with his WIW coach through the drop in service within JCP. Together with his advisor they create his WIW action plans. He also links him up with JCP's Access to Work plan to negotiate adjustments with his employer.	Alan • Alan is in work and managing his condition, with support from his employer for flexible working. Conversations about health with his employer are easier. Yasmin • Yasmin has returned to work on a part time basis. She has been able to increase her hours. Robert • Robert has been doing training which his coach referred him to. He has also been for several reviews and received feedback on his condition.
OUT OF WORK Robert • Works in a construction company • Has asthma and has developed Crohn's disease, as a result he is occasionally not able to go to work • The financial implications of this have added to his anxiety and depression • His employer was not understanding and the culture at work was not supportive of flexible working • Eventually he was laid off • On ESA but looking for the "right" employer and type of job for his condition	KEY EVIDENCE • GPs need to know about non-health related services they can refer patients to • Employers need information on how to better support employees with health conditions	• GPs feel that advising patients on what they can and can't do at work is out of their remit • JCP need an understanding of the jobseeker's work history to offer more personalised advice • People in work need out of hours services	• People need a seamless system to navigate • People need advice from a consistent person they can trust, who has a realistic understanding of their history • People need evidence of condition for employer	• People need personalised information on services they can access for support • People need support to find the right type of job/training for their health condition • People need support to negotiate adjustments with their employer • People need to be consulted on their condition and adjustments about being sick at work • People need to be consulted on their current situation into consideration when helping them get back to work	• People need voluntary work as a recovery space before transitioning back to work • People need confidence and belief in their own abilities to get back into work

'Service blueprints' and Value maps can help show the relationship between different parts of the system now and in the future. We have adapted these for Government so they map out how a user experiences a policy, as well as the specifically Government functions (legislation, regulation, funding) make this happen.

Service blueprints



‘Service blueprints’ and ‘Value maps’ can help show the relationship between different parts of the system now and in the future. We have adapted these for Government so they map out how a user experiences a policy, as well as the specifically Government functions (legislation, regulation, funding) make this happen.

