The role of the CSR Centre in developing Service Education and Skills

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Blueprint for Service Education

- Study carried out as part of the SSMEnetUK (www.SSMEnetUK.org)

- Purpose
  - To make the task of introducing new programmes into the curriculum easier
  - Based on a framework of seven questions asked by most university curriculum approval processes
  - Not a detailed curriculum design for a specific programme, but can be used as a basis for design

Work carried out by Prof Linda Macaulay, Dr Claire Moxham and Dr Babis Theodoulidis
Blueprint Framework

• Need for Service Education
  – Rationale
  – Target Market (UG, PGT, PGR, CPD/Exec)
• Existing Resources and Programmes
• Content and Delivery
• Key Learning Outcomes and Graduate Capabilities/Skills

Main Issues Raised

• Currently no Masters in the UK
• Main education activities on professional development: CPD/Exec Ed
• Internationally, programmes vary substantially (target market, content); mainly MSc programmes in existence
• Despite discussing the service education and skills for almost four years it seems that progress is slow
Some Observations - I

- Lack of recognition of the importance of studying SSME among prospective students
- The use of SSME as a title has low recognition among students
- Job opportunities for SSME graduates are not clear; job titles and job roles have yet to be fully articulated.
- Academic staff often find it difficult to convince other academics and senior administrators of the need for SSME or service oriented curricula.

Some Observations - II

- Discipline gaps continue to fragment the study of services
  - It has traditionally been associated with the Services sector (Human-to-Human service systems)
  - The SSME agenda is wider covering Human-to- IT System and IT System-to-IT System services
- Skill frameworks such as SFIA do not address service skills in a substantial way
Service Futures - Business

• Provide active endorsement of programmes

• Specify job roles and career opportunities

• Provide direct support such as bursaries for students, placements, etc

• Continue to work with academics to develop the curriculum

• Widen the base of companies actively involved

Service Futures – Government

• Support research in the area so that academics can develop research-led curricula

• Provide direct support for programmes e.g., bursaries for students

• Assist in the development of ‘open source’ curricula materials

• Support the interface between universities and businesses to facilitate business-led curricula
Service Futures - Academia

- Continue to engage with business and government and seek opportunities for support to develop the discipline

- Continue to work towards the development of genuinely multidisciplinary programmes within institutions and between institutions

- Help grow the body of knowledge through research and teaching initiatives