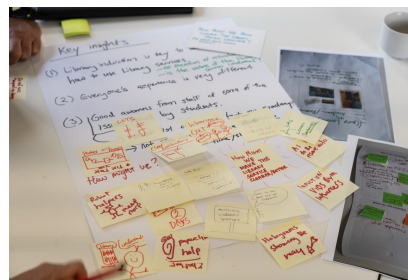
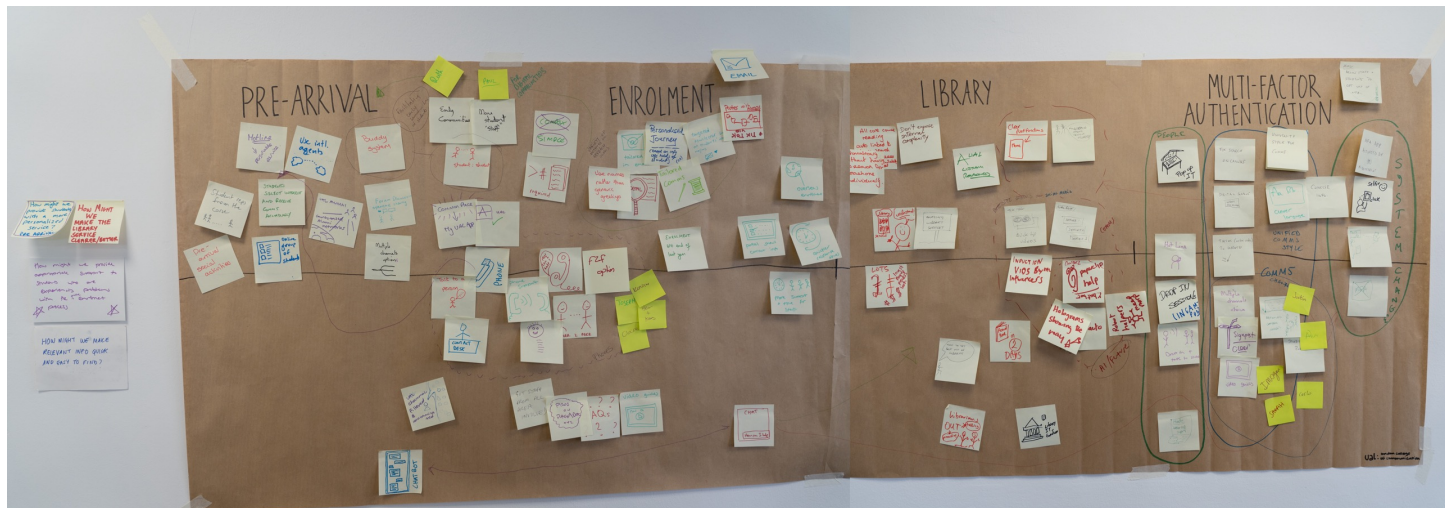


# Service Design Training Programme

April - June 2022



# Who We Are

## Service Futures Lab

We address societal challenges through design-led approaches, which critically deliberate alternatives, prototype solutions and possible futures, through engaging diverse stakeholders. Challenges include those of wellbeing and public health, climate justice and ecological issues, civic and community cohesion. Our design-led approaches include service design, action research and participatory design methods.

We work with organisations facilitating mindset change towards more collaborative and inclusive ways of working using iterative processes to deliver people-centred policy design.



**ual:** london college  
of communication

## The Team

Our approach is practice-based applied design research for impact. We have world leading expertise in service design with focus on futures-oriented ethical practices, and collaborative creative methods for transformation. We build capacity for explorative work by embedding some of our projects into the curriculum of the UAL:LCC MA Service Design, developing knowledge that impacts both design practice and services.

This program was developed and delivered by 4 academics and 5 MA students as service designers. We consider participants as part of the team and the content of this report is co-created by the participants.

## How We Work

1	2	3	4
<b>It's not about the tools,</b> we focus on the mindsets and deliver context specific transformations; beyond the service design tools we reflect on how and why we use them.	<b>User-centred to collective,</b> we disrupt user centred-design towards collectively distributed design, considering the environment and more-than-human relations.	<b>Practice-based through creative participatory methods,</b> we don't deliver a lecture, we facilitate participants-led service design projects.	<b>Value-centred,</b> anticipatory responsible innovation is at the core of the way we develop our programs. We take a justice approach to recentring voices that have traditionally been marginalised.

# Rationale for Training

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UAL Academic Development, Services Delivery and Course Support approached the Service Futures Lab to upskill the teams in service design methods as well as deliver mindset change that would affect the teams' ways of working, with the aim to make the way IT services are developed at UAL more responsive and user-centred.

The Service Futures Lab developed a tailored training programme with specific support for UAL Teaching and Enhancement Team, Programmes and Projects Team and Management Team.

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## Aims of the training programme

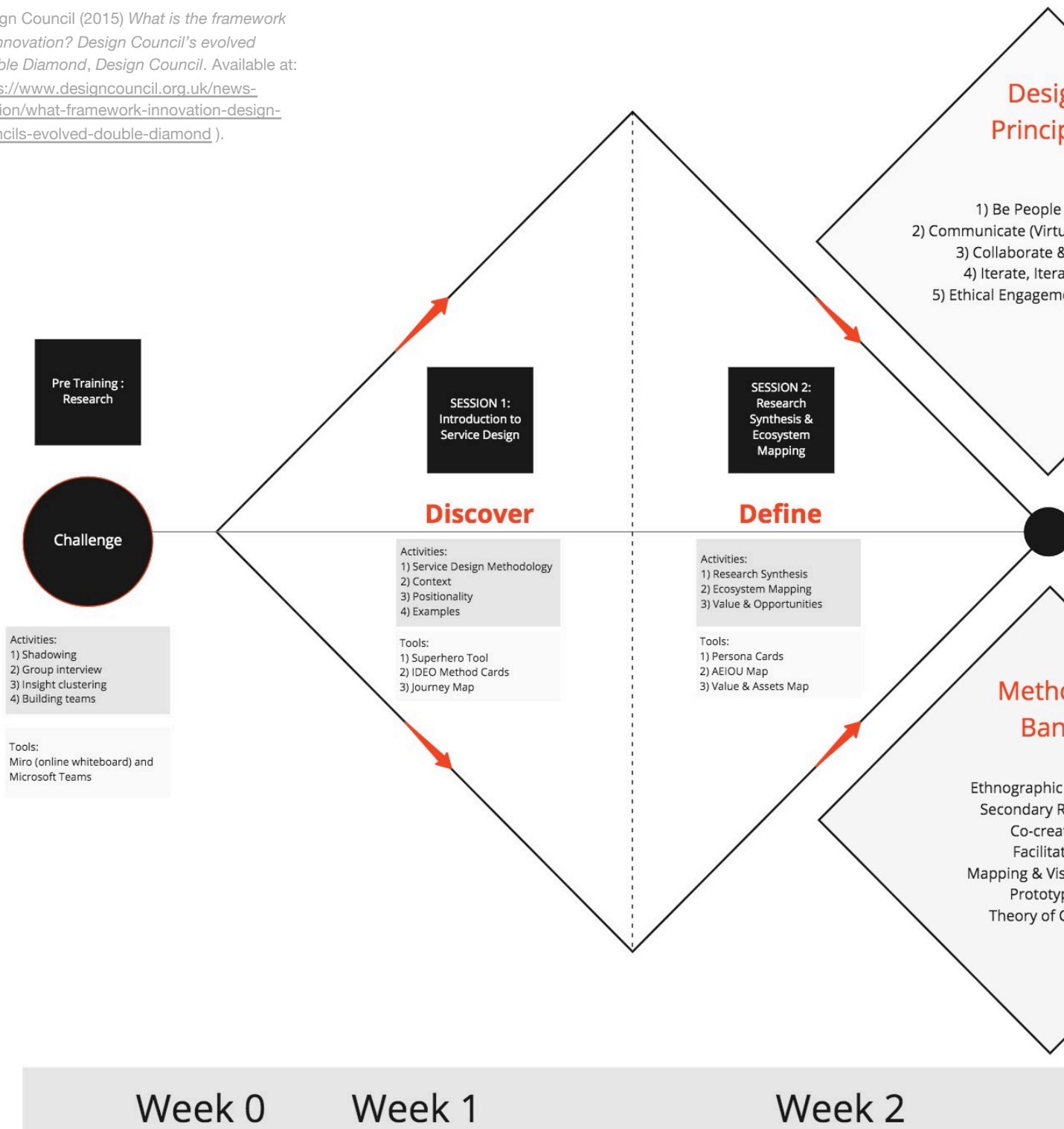
- Culture shift towards student-first and frontline academic staff focus.
- Demonstrating the impact of working in this way, in particular on student experience.
- Building capacity and capabilities within existing teams to reimagine the service delivery within a culture shift environment.
- Building capacity and capabilities within existing teams to demonstrate the impact of new future student-facing services.

And additionally, the Service Futures Lab aimed to develop a formal training proposition for capacity building in service design which could be replicated across organisations.

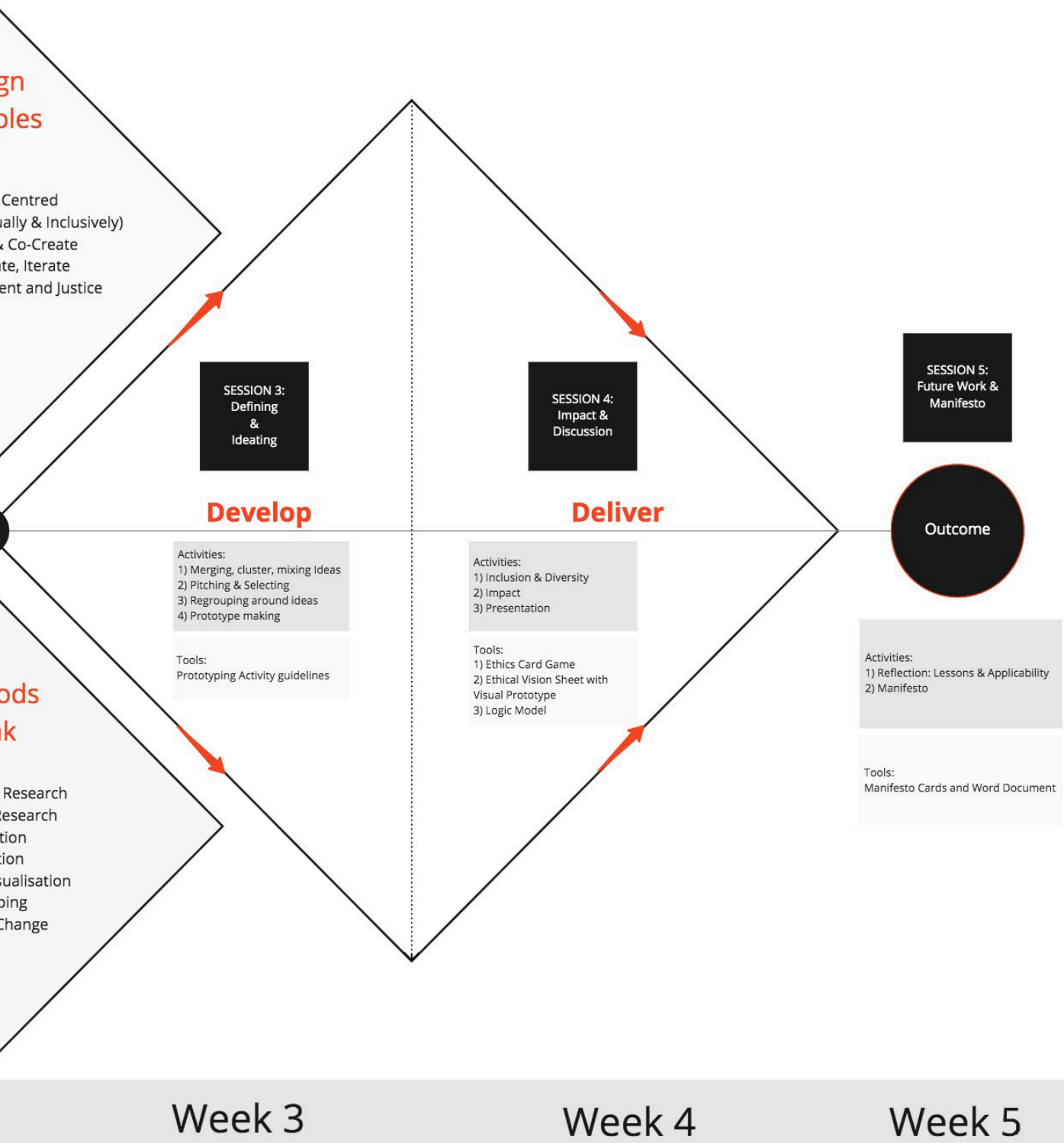
# Process

The program was delivered over 10 weeks following the Design Council Framework for Innovation

Design Council (2015) *What is the framework for innovation? Design Council's evolved Double Diamond*, Design Council. Available at: <https://www.designcouncil.org.uk/news-opinion/what-framework-innovation-design-councils-evolved-double-diamond> ).



Teams of participants learned about the principles of service design informing and transforming organisational values through working on three projects (described below).





Team: Who Ya Gonna Call?



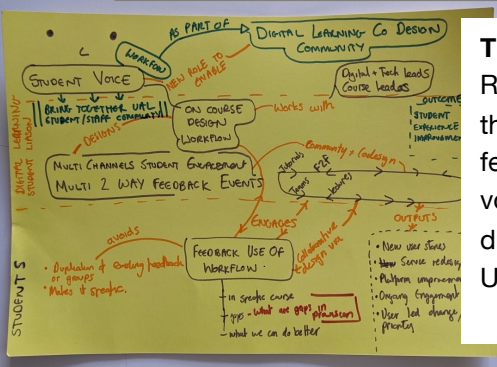
### The Problem

Feedback received from students highlights that they want a more instant response and to speak to real people.

### Project Description

A single point to connect students with a member of staff who can answer questions and provide support with options of text messages, phone calls, and video calls (sign language). Backstage, UAL staff will need to share knowledge across departments. The project will enhance the collaboration between different departments and cultivate openness and transparency within the organisation. Therefore, staff reorganisation and team change to answer enquiries are just as important as the front end!

Team: Flying Digitizers



### The Problem

Research highlighted the lack of user feedback and student voice inclusion for the digital learning tools at UAL.

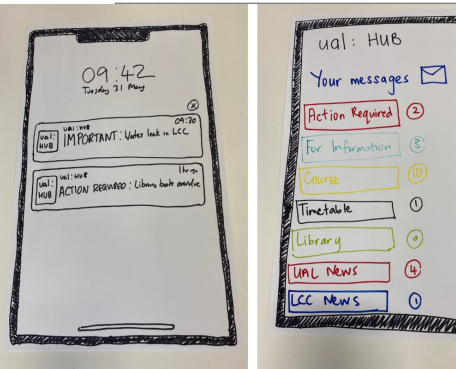
### Project Description

A liaison to be positioned in classes among the staff and students to gather information and real qualitative use feedback. The liaison will act as a bridge between the digital tools' developers and the users.

### The Impact

This project created a new staff role within UAL, and this User Researcher role was advertised and filled in the months following the programme.

Team: On Fire & Team Diegetics



### The Problem

Overload of communications towards students and different sources of communications means important details are missed because of the overwhelmingly large amount of emails sent by UAL.

### Project Description

UAL: Hub is built on My UAL App and unifies communication across various channels into one single streamlined platform, prioritising and highlighting those messages that require an action. This aids in the planning of structured, understandable, and accessible messages to students and categorises them as 'Immediate Action Required', 'Urgent', 'Important'. Students can quickly examine the most important and urgent information right on their mobile phones. The output involves a digital database and organisational transformation, to manage systems designed for sorting comms.

# Evaluation

*What are the learnings from this programme?*

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1

**Participants learned not to make assumptions and get attached to their own ideas.**

*"We need to be more challenging about some of the assumptions and think about if we really understand the problem?"*

*"It's highlighted the need to be more consultative with our end users. [...] it's given us some tools and some methods by which we can do that, gather that information."*

2

**Participants learned the importance of understanding users' needs and collaboration with users during the ideation and prototyping of services, before decision making.**

*"Quantity of ideas is good when you initially begin thinking or solutions - can then identify themes and narrow it down to clusters or ideas"*

*"I understood the importance of sharing views and collaboration while building a prototype. Seek diversity to produce an inclusive outcome."*

3

**Participants learned the importance of prototyping not just services, but problems and as a way to communicate and test ideas.**

*"Prototyping a concept before solutions is a useful way to explore ideas without judgment"*

*"I learned the value of physically making something to keep ideas visible/ 'anchored'"*

*"I just really enjoyed prototyping and getting messy with Lego and cardboards, and it definitely sparked more of a conversation than if we just had post-it notes and words"*

4

**Participants learned not to make assumptions and get attached to their own ideas.**

*"The course was fast paced but stepped us through all the major stages through practical activities."*

# Output



We co-designed the manifesto as a creative process that synthesised participants' learning and service design experience and define organisational values that will be central to everyday practices going forward.



# Impact

*How is this programme creating an impact?*

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Participants are using the service design methodology they learned in the programme while working on new initiatives.

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*"I am currently working on project to set up a new team as a point of contact for students. We are planning to do ideation with students and build prototypes."*

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Participants are now more confident in addressing the needs of their users.

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*"I would say that I'm more confident about how to address the needs of users! Some good, easy to use frameworks were explored on the course."*

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Participants are aware that their teams' work culture has shifted and are welcoming further change.

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*"I feel people in my team now enjoy contributing ideas, discussing how to implement them and having autonomy to take them forward more."*

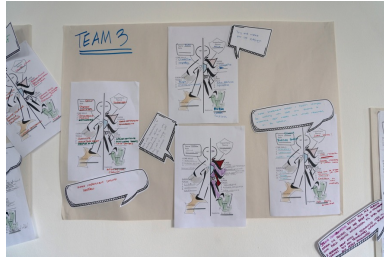
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Participants learn to incorporate service design thinking in their practices, even if they are not designing services directly.

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*"The area of the divergent thinking and convergent thinking, the creation of the design and the delivery applies well on my work as a solution architect. I could utilise the service design tools and apply them to architecture to produce a better enterprise design."*

## Credits



**Service Futures Lab, London College of Communication, University of the Arts London**

### **Programme Design and Delivery:**

Dr. Silvia Grimaldi, Reader in Service Design and Collaborative Futures

Dr. Malé Luján Escalante, Senior Lecturer in Co-Design and Knowledge Exchange

### **Additional Academic Delivery:**

Marion Lagedamont, Lecturer in Prototyping, Materialising and Storytelling for Design Futures

### **Evaluation Framework:**

Dr. Lara Salinas, Senior Lecturer in Service Design

### **Project Management and Service Design**

Yashwanthi B S

### **Service Design Team**

Yiner Zhou, Chalisa (Best) Intisarn, Anushka Joshi

### **Evaluator**

Yini Zheng

### **Graphic Design**

Chae Lee

### **Photography:**

Nana Maiolini



### **Participants:**

Adam Richardson, Business Analyst, Programmes and Projects

Bear Shaw, Head of Academic Development and Services Delivery Programmes, Management

Carlo Bartolucci, Solutions Architect, Architecture Team

Caroline Kelly, Head of Application Delivery, Application Delivery

Claire Trew, Business Analyst, Programmes and Projects

Cordelia Lean, Project Manager, Programmes and Projects

Darren Gash, Manager, UAL Online

Donovan Grant, Business Analyst, Programmes and Projects

Hannah Hyde, Digital Learning Engagement Support, UAL Online

Imogen Morten-Spencer, Head of IT Project Delivery, Programmes and Projects

Justin Birt Head of Architecture, Architecture Team

Joseph Cianchi, Assistant Head of Academic Registry, LCC – Academic Registry

Kevin Kingham, Technical Project Manager, Programmes and Projects

Kerry Sullivan, Head of Course Support, AR Course Support Management

Paul McMullan, Senior Project Manager / Portfolio Manager, Programmes and Projects

Ruth Powell, Technology-Enhanced Learning Services Manager, UAL Online

Sarah Burton, Senior Business Analyst, Programmes and Projects

Sarah Kelly, Project Manager, Programmes and Projects

Stephanie Ojinta, Business Analyst, Programmes and Projects

Wayne Henneker, Senior Digital Learning Support Co-Ordinator, UAL Online