



Higher National Unit Specification

General information

Unit title: Service Design: Tools and Methods (SCQF level 7)

Unit code: J186 34

Superclass: BA

Publication date: December 2018

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

The purpose of this unit is to enable future practice in the use of key tools and methods of service design. Learners will develop a knowledge of the methodology used throughout the service design process. The unit is relevant for those who wish to develop service design skills and explore how these can be applied across public and private sector services. It is particularly relevant to those already in a professional role with some responsibility for service delivery.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Explain how tools and methods are used in the service design process.
- 2 Explain the use of personas and mapping tools in the service design process.
- 3 Explain the use of ideation methods in the service design process.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the unit

Access to this unit will be at the discretion of the centre. There are no specific requirements necessary prior to undertaking this unit.

Higher National Unit Specification: General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Core Skill component Critical Thinking at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Explain how tools and methods are used in the service design process.

Knowledge and/or skills

- ◆ Service design principles
- ◆ Service design models
- ◆ The use of tools and methods within stages
- ◆ Case study analyses
- ◆ Annotated bibliographies

Outcome 2

Explain the use of personas and mapping tools in the service design process.

Knowledge and/or skills

- ◆ Personas
- ◆ Empathy mapping
- ◆ Journey mapping
- ◆ Blueprinting
- ◆ Application to user research

Outcome 3

Explain the use of ideation methods in the service design process.

Knowledge and/or skills

- ◆ Brainstorming
- ◆ Affinity mapping
- ◆ Principles and methods of ideation
- ◆ Presentation of initial outcomes

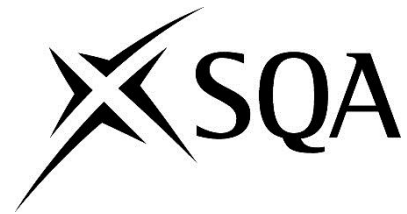
Higher National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can create a portfolio of evidence which includes the following:

- ◆ An explanation of the use and practical application of at least five service design tools to professional practice.
- ◆ A brief description of a recognised service design model (including a diagram) and its application.
- ◆ Three case studies investigating the impact that chosen methods or tools have had as research aids.
- ◆ An annotated bibliography demonstrating research into examples of current service design practice.
- ◆ An explanation of how personas and empathy mapping apply to the service design process.
- ◆ An explanation of how journey mapping can be used in the service design process.
- ◆ An explanation of how blueprinting can be used in the service design process.
- ◆ An explanation of the key principles and methods of ideation within the context of service design.
- ◆ A reflective account of the application to professional practice of the five service design tools chosen above.
- ◆ A visual capture of the use of the five service design tools chosen above.
- ◆ A presentation of the conclusions of the learner's research, outlining the process followed and future recommendations.



Higher National Unit Support Notes

Unit title: Service Design: Tools and Methods (SCQF level 7)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

Service design is a multi-disciplinary, innovative field that helps organisations see their services from a customer perspective. Organisations across the world are increasingly recognising the value of service design in putting people at the heart of thoughtfully designed activities, processes and experiences. Purposefully designed services put the needs of the people who use them first.

This specialist unit is designed to allow learners to build up a knowledge and understanding of the fundamental methods used in service design.

Outcome 1 provides an introduction to service design and an overview of how tools and methods can be used. Recognised service design models (for example, the Double Diamond model) are introduced. Mapping tools and the application of tools and methods for service design will be discussed and highlighted with case studies to outline their application to a variety of workplace contexts.

Outcome 2 covers the use of personas and mapping tools to research and analyse users of a service. A variety of methods and their application will be outlined, including personas, empathy maps, mapping of the user's journey, service blueprinting and any other approach that may be useful.

Outcome 3 covers the use of ideation methods in user research. Such methods include brainstorming and affinity mapping. The principles and methods of ideation will be reviewed and learners will also be introduced to the process of recording and presenting initial outcomes.

Useful texts and related media:

All links correct at time of publication.

- ◆ Marc Stickdorn, Markus Edgar Hormess, Adam Lawrence, Jakob Schneider (2016) *This Is Service Design Doing: Using Research and Customer Journey Maps to Create Successful Services*, O'Reilly Media, Chapter 3
- ◆ Demian Farnworth (2014) *Empathy Maps: A Complete Guide to Crawling Inside Your Customer's Head* <https://www.copyblogger.com/empathy-maps/>
- ◆ One minute of service design (podcast) <https://vimeo.com/channels/servicedesign>
- ◆ Service Design Show (podcast) <https://www.youtube.com/channel/UCYpyoyl0DiujiRuN-VgxWg>

Higher National Unit Support Notes (cont)

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- ◆ The Design Process: What is the Double Diamond? <https://www.designcouncil.org.uk/news-opinion/design-process-what-double-diamond>
- ◆ Guide to Annotated Bibliographies <http://www.easybib.com/guides/annotated-bibliographies/>

Guidance on approaches to delivery of this unit

The recommended timescale for delivery of this unit is 40 hours. The optimal model for delivery is over five weeks, including an intensive 'boot camp' format over two days. This boot camp should be 'hands on', 'learn by doing' and would demonstrate the use of a range of service design tools and methods with a group of fellow learners. The practical exercises in the boot camp will be focused around a real challenge brought by a client.

Learners unable to attend the two day intensive course will be required to complete a range of activities in their own workplace in order to meet the evidence requirements for the unit. For example, they can obtain photographic evidence by holding an event to deal with a real scenario in their workplace. All learners are further supported by self-directed learning online.

This unit can be delivered and supported in a variety of ways. Examples include: online, making use of discussion forums, blogs and online project management tools; or in a blended environment partly online but with access to tutors, webinars, lectures and practical events.

The outcomes can be delivered sequentially or in a holistic or topical fashion. A self-directed study approach can be used where the tutor introduces the topics (eg, research methods) then the learner works independently to discover more. The tutor would be expected to provide access to current published service design user research. It is essential that the unit draws upon examples from current practice and instils an exploratory and experimental approach to the design and application of user research methods. The learner should be encouraged to contextualise their learning to their workplace or, if not currently employed, somewhere familiar to them where services could be improved upon.

Class activities will include working in small groups. Use of interactive digital resources such as blogs, discussion forums, chat applications, social media and other interactive resources would be beneficial and can contribute to evidence gathering. Learners will achieve more by sharing and discussing ideas.

Learners will be encouraged wherever possible to use video capture, photographic images, sketches, and diagrams throughout to help them to collate a portfolio of work.

Guidance on approaches to assessment of this unit

The unit is best assessed in a holistic manner where the learner collates a portfolio of evidence as they work through the unit. This can take a variety of formats such as written reports, evidence of participation in topical and organised discussion, creation of wikis, blogs, chat forums and screen captures. Tutor observation checklists can be implemented where deemed necessary. Video recordings or photographic stills of event participation such as mind mapping, brainstorming and other activities can also be retained as evidence and included in the portfolio.

Higher National Unit Support Notes (cont)

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Presenting the portfolio of work can take many formats. One approach could be a digital slide show making use of a tool such as Microsoft PowerPoint, Sway, One Note, Adobe Acrobat reader, Apple Keynote, Google Slides, Prezzi, or any other tool which facilitates the collation of evidence in a variety of written or visual formats. In addition, there should be an annotated bibliography demonstrating how the learner has sought out examples of current practice.

Templates and pro-formas can be provided for the learner; for example, to record personas. Assessment evidence should be focussed wherever possible on a live client or a familiar workplace scenario. However, where this is not possible case study examples can be analysed and used.

A learner's portfolio would be a final slide show of mixed media presentations of around 20 slides, containing:

- ◆ An explanation of the use and practical application of at least five service design tools to professional practice — these could be any of those listed in Outcomes 2 and 3 or any others covered by the tutor or sourced by research.
- ◆ An outline and a diagram of a recognised service design model (eg, the Double Diamond model) and its application in a chosen scenario, either based on a case study or current real scenario. The suggested amount of text used in the description is no more than 200 words.
- ◆ Three case studies and an evaluation of the impact that methods or tools have had as a research aid.
- ◆ Annotated bibliography that demonstrates how the learner has sought out examples of current practice. This should contain a short evaluative statement from the learner on the sources used.

The learner will also briefly explain:

- ◆ how personas and empathy mapping apply to the service design process
- ◆ how journey mapping can be used in the service design process
- ◆ how blueprinting can be used in the service design process

This could take the format of visuals eg, photographic examples and textual explanations to accompany these.

The portfolio will also include:

- ◆ A reflective account of the application of the five service design tools the learner has chosen above, to their individual practice. They can evaluate effectiveness and improvement in practice, or not.
- ◆ A visual capture of the use of the five tools chosen above — photographs or videos.
- ◆ An explanation of the key principles and methods of ideation within the context of service design. This could be a mixture of photographic and brief textual information.
- ◆ The outcomes of research, outlining the process followed and future recommendations.

Higher National Unit Support Notes (cont)

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It is recommended that explanations for each section should not exceed 200 words, and the visual presentation would be approximately 20 mixed media slides. Oral presentation is not required. Written and visual records include any or all of the following:

- ◆ Written documentation in a textual format in a document, or text within presentation slides or posters.
- ◆ Active participation in discussion forums observed by the tutor and/or evidenced by screen capture.
- ◆ Oral explanations via video capture. The expected time frame for any oral explanations would be of an equivalent length to any agreed word counts for written explanations.

Opportunities for e-assessment

E-assessment is appropriate for all assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment

Opportunities for developing Core and other essential skills

There are opportunities throughout this unit to develop the Core Skills of *Communication, Information and Communication Technology (ICT), Problem Solving* and *Working with Others*.

The Critical Thinking component of Problem Solving at SCQF level 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.

History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 6 embedded.	17/12/18

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General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is part of the Professional Development Award (PDA) in Service Design at SCQF level 7 and is designed to introduce you to some of the fundamental tools and methods used in service design.

As with other units in the group award framework, this one places an emphasis on practical engagement with the tools and methods introduced, exploring their use in current practice, and gaining an understanding that connects with your workplace context through reflective practice. You will also be supported and encouraged to share your insights and reflections with fellow learners in a collaborative way.

The unit will also support you in connecting with professional networks in service design by using collaborative online learning tools; for example, Slack and Trello. This will enable you to have online and face to face contact with your peers, and to make connections and learn from each other.

The unit will be assessed through a portfolio of evidence which you will gather as you investigate current user research tools and methods.

There are opportunities to develop the Core Skills of *Communication*, *Problem Solving*, *Information and Communication Technology (ICT)* and *Working with Others*, although there is no automatic certification of these skills.

The Critical Thinking component of Problem Solving at SCQF level 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.