

Glasgow School of Art Course Specification

Course Title: Design Innovation Studio 2: Service Design

Please note that this course specification is correct on the date of publication but may be subject to amendment prior to the start of the 2023-24 Academic Year.

Course Code:	HECOS Code:	Academic Session:
PDIN227		2023-24

1. Course Title:
Design Innovation Studio 2: Service Design

2. Date of Approval:	3. Lead School:	4. Other Schools:
PACAAG August 2023	School of Innovation and Technology	N/A

5. Credits:	6. SCQF Level:	7. Course Leader:
40	11	Dr Iain Reid

8. Associated Programmes:
M.Des in Design Innovation and Service Design

9. When Taught:
Stage 2

10. Course Aims:
<p>This course aims to:</p> <ul style="list-style-type: none"> • Develop a sustained engagement with the theory and practice of design innovation, in the context of Service Design practice, as an approach to contemporary issues within society expressed through a medium sized project; • Expose students to a methodological framework and design methods capable of supporting the design and innovation of systems, services and the experiences that these deliver for their users; • Expose students to professional practice in this area through collaboration with communities, organisations and other relevant and appropriate parties; • Design strategies for collaborative working with a variety of project-specific stakeholders within a Service Design discipline or practice-based approach; • Deliver design-led innovation expressed using the verbal and visual language of Service Design; • Demonstrate the value of the tools, methods and approaches of Service Design applied to specific knowledge and practice domains and within the specified project context(s); • Foster critical debate regarding contemporary Service Design practice and its theoretical basis capable of contributing to the discipline through submission of group project work.

11. Intended Learning Outcomes of Course:

- Identify, reflect and deliver a collaborative project with minimum supervision from initial briefing to proposals.
- Apply appropriate design and research methods to work effectively with an identified context and external stakeholders to understand and respond to, or guide, their needs and expectations.
- Identify opportunities to develop innovative proposals that address the impact of an identified issue(s) within a context with regard to quality of resolution and communication, and practicality.
- Critically explore and discuss the potential impact of design-led innovation on issues related to Service Design.

12. Indicative Content:

This course extends student engagement with the methods, tools and theories of design innovation as contemporary practice. It provides an emphasis upon the study of service design and the application of DI tools and methods. In general, the following areas will be considered:

- Design Innovation as a project process applied to Service Design;
- Relationship of design theory to practice as tool for innovation;
- Collaborate effectively with peers and external groups/individuals to move from ambiguity in a context to preferable proposals for positive social impact.
- Exploration of Service Design as a form of “applied ethics” and of storytelling futures;
- Investigation of the context of practice as research within a Service Design approach;
- Project management and delivery of Service Design project(s).

Beyond this, particular focus will be directed towards three distinct areas of work: the analysis of existing services and their related contexts, the systemic character of stakeholder-centred experiences and the design of innovative service propositions. This will be supported by an exploration of appropriate philosophical and ethical concerns.

13. Description of Summative Assessment Methods:

Assessment Method	Description of Assessment Method	Weight %	Submission week (assignments)
Group Presentation	Group Presentation based on project work	40	Week 13
Essay	2,000-3,000 word critical reflection on their project work, incorporating reference to relevant theory.	60	Week 13

13.1 Please describe the Summative Assessment arrangements:

For this course, assessment of student work will consist of two components:

- A reflective piece of writing supported by visual evidence including a proposed outcome that shows a Service Design approach to responding to the given context within the brief based on research, analysis and identifying unmet needs.
- A presentation to the course participants and examiners detailing the project process and proposed outcome / future direction.

The presentation results in a single **group** grade. The written component results in an **individual** grade for each student. Students are awarded an **aggregate** grade based on the weighted grades of the two components, and are not required to pass both separately for the award of credit.

14. Description of Formative Assessment Methods:

Students will develop an analysis of an existing scenario where Service Design could be or has been deemed an appropriate methodology.

Formative assessment and feedback will be provided through tutorial discussion during workshops, seminars and supporting project materials.

Engagement with formative assessment is encouraged as a key learning moment.

14.1 Please describe the Formative Assessment arrangements:

Students will receive supervisory support in the form of one-to-one and/or group tutorials as well as through interim project reviews. In addition, students will be required to attend group sessions (peer-assisted learning (PAL) groups).

Students will receive a combination of written and verbal feedback generated through participation in tutorials, seminars, reviews and submission of project work.

Peer review and feedback will also be used during presentations to provide additional formative feedback and to encourage the development of critical sensibilities relating to the practice of Service Design.

15. Learning and Teaching Methods:

Formal Contact Hours	Notional Learning Hours
48	400

15.1 Description of Teaching and Learning Methods:

Timetable: Teaching sessions will include tutorials each week, as well as aiming to provide talks from visiting experts in the field of Service Design and workshops relating to key methods used in Service Design practice.

16. Pre-requisites:

Successful completion of Stage 1

17. Can this course be taken by Exchange/Study Abroad students?	Yes
18. Are all the students on the course taught wholly by distance learning?	No
19. Does this course represent a work placement or a year of study abroad?	No
20. Is this course collaborative with any other institutions?	No
20.1 If yes, then please enter the names of the other teaching institutions:	
N/A	

21. Additional Relevant Information:

N/A

22. Indicative Bibliography:

Bowles, C. (2018) *Future ethics*. Hove, East Sussex: NowNext Press.

Costanza-Chock, Sasha (2020) *Design justice : community-led practices to build the worlds we need*. Cambridge: The MIT Press.

Downe, L. (2020) *Good services : how to design services that work.* Amsterdam: BIS publishers.

Monteiro, M. (2019) *Ruined by design : how designers destroyed the world and what we can do to fix it.* San Francisco: Mike Monteiro.

<https://gsa.keylinks.org/new-ui/hierarchy/list/249>