

**Glasgow School of Art Course Specification
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 2024-25 Academic Year.

Course Code	HECOS Code	Academic Session
PDIN227		2024-25

Course Title	Studio 2 – Service Design
Course Contact	Dr. Iain Reid

Credits	40
SCQF Level	11
When Taught	Semester 2

Associated Programmes	M.Des in Design Innovation and Service Design
Lead School	School of Innovation and Technology
Other Schools	N/A
Date of Approval	Programme Approval February 2024

Course Introduction

Service Design focuses on the social value of service design, as well as its economic importance. It is about addressing real issues that affect real people, by understanding them from each stakeholder’s point of view in an evidence-led and purpose-driven process that makes a positive contribution to society. Services help us achieve aims, goals and objectives that we have and might not be able to achieve without assistance or expertise. Such as visiting a GP to understand why you don’t feel well or an appointment at the bank to arrange an overdraft. These services and systems can be complex. They very often don’t meet the needs of the people using them. They can also be designed.

This course encourages you to explore the services and systems that different people encounter to understand them and identify unmet needs that can expose design opportunities, and challenge accepted norms in society for preferable futures. We approach this kind of design through an emergent process of research and investigation, rather than through a “problem-solving” mindset, that allows us to identify gaps and think about different ways of doing things to fulfil the unmet needs within current scenarios.

Course Aims

The course aims to:

1. Develop students’ critical understanding and sustained engagement with the theory and practice of design innovation, in the context of Service Design practice, as an approach to contemporary issues related to people and planet, through a design project. In preparation to Stage 3 Masters Research Project, this course provides a platform to increase the students’ ability to contribute to the contemporary debates related to industry and research in the context of the Service Design;
2. Expand students’ skills to conceive, manage, and deliver a collaborative design project in the context of the Service Design; and demonstrate the value of the methods and people and planet-led approaches of the discipline applied to specified project context(s);

3. Extend the students understanding of contemporary design practice to encompass non-object-based activities, and creatively explore Service Design based innovation of artefacts, systems, services, strategies and the experiences these deliver to people.
4. Provide opportunities for students to develop reflective and collaborative dialogue with a variety of stakeholders, including cross-discipline work and collaborations or interactions with contextual partners (i.e. experts, communities, organisations and other relevant parties) to explore domain-specific professional practices.
5. Equip students with the necessary knowledge and skills to deliver and critically discuss design-led innovation using the professional standards, and the verbal and visual language of Service Design, through inclusive and appropriate media to project contexts and audiences.

Course Intended Learning Outcomes

By the end of this course students will be able to:

1. Demonstrate a critical understanding of relevant theories, global and local debates, and their application to project opportunities, demands, and constraints afforded by a given context, through the lens of Service Design.
2. Plan and critically apply appropriate research tools and methods relevant to Service Design innovation to explore and interpret project contexts and themes, and support project development.
3. Develop, iterate and test innovative Service Design proposals informed by insights gathered from project collaborations and research to address demands, constraints, opportunities or challenges within a given context.
4. Critically reflect on individual and collaborative processes and interactions, their ethics, and the potential impact of a design-led innovation and Service Design proposal in a given context.
5. Communicate to professional standards and with supporting evidence, a Service Design proposal and its potential impact in a given context, using appropriate media for a variety of audiences.

Indicative Content

This course extends student engagement with the methods, tools and theories of design innovation (DI) 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.

Studio 2 should be viewed in context within the whole programme. It builds on work in Stage One in which students have been introduced to, and practiced, several key innovation methods and approaches and have worked in groups to explore a range of challenges in different contexts, and to develop and present ideas. In turn, Studio 2 provides a further foundation to Stage Three which takes the form of an independent project.

Description of Learning and Teaching Methods

The principal teaching strategies employed in this practice-based course are:

Lectures and seminars – used to disseminate theoretical, methodological, contextual and historical knowledge and address specific issues related to each course which can be used to underpin practical studio work. Lectures also have the broad aim of generating further debate in seminars, tutorials, studio sessions or further enquiry in self-directed learning or research.

Live projects - projects with external partners and/or thematic experts allowing students to gain a proximity with current professional standards and practices associated with design innovation.

Critiques/Presentations – an important learning device used to generate peer debate regarding the generation, development or overall success of concepts, and their practical realisation within the context of a project brief or proposal. Students present work to their peers, tutors and stakeholders or contextual partners through appropriate visual and verbal means (including: models or mock-ups, portfolios, videos, slideshows, etc.). The crit enables the development of key presentation skills, and encourages students to give constructive feedback regarding each other's work, and an opportunity to debate project input. These may be tutor-led, tutor-facilitated, or peer-led allowing students to fully explore all aspects of practical submissions within a reflective discursive framework.

Tutorials – designed to provide academic support through individual or group meetings with staff to discuss the different directions and aspects of projects or course-based activities as well as progress on the programme/course overall.

Self-Directed Learning and Research – in line with other taught postgraduate programmes at GSA, significant emphasis in the Design Innovation programme is placed on self-directed study, from project design and development, to gaining theoretical knowledge through traditional research methods. This emphasises autonomy, reflection upon personal learning and self-directed project work within an individual and a collaborative environment.

Guest Speaker sessions (when relevant) – include input from visiting lecturers/guests from industry and research staff enabling students access to, and understanding of, relevant contemporary practice, research and commercial context. Guests often include professionals from our global alumni community to aid students in developing their own professional practice and prepare for employment, contributing with expert knowledge to the course through the sharing of knowledge, professional paths, case studies, projects, and where practical and applicable will offer critical input to ongoing project work.

The course uses Canvas, a virtual learning environment tool, for the dissemination, discussion and access to relevant course information, and signpost to other relevant teaching and learning platforms used by GSA.

Indicative Contact Hours	Notional Learning Hours
48	400

Description of Formative Assessment and Feedback Methods

Formative feedback is an ongoing process undertaken through reviews and tutorials with staff. As part of studio-based learning, regular contact with tutors provides students continuous and detailed feedback on their work.

Students submit a formal presentation of their work at a mid-way point in the course. Tutors offer oral feedback on how best to improve and build upon existing work to date with the support of peer note-taking to expand upon and consolidate the received feedback.

Due to the nature of the innovation process, formative assessment does not result in a predicted grade. However, students who appear to be at risk of failure will be offered individual tutorials as appropriate to provide targeted support.

Description of Summative Assessment arrangements

In this course, summative assessment is designed to replicate professional practices associated with design innovation projects. Students are supported in developing skills in a range of appropriate research and development methods, and in a collaborative group work setting.

Summative assessment has two components as set out below: one group submission and one individual submission. The presentation results in a single group grade. The project document 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.

Written feedback will be given.

Submissions will be assessed and moderated in line with the Code of Assessment. Reassessment opportunities where a student has not passed the course are outlined in the Code of Assessment.

Description of Summative Assessment Method	Weight %	Submission week
Presentation of project Outcome (group): presentation to faculty and peers of a project outcome, it's rationale and expected impact in the explored context, with supporting materials when applicable.	40	13
Project Document (individual): 3,000-4,000 word visual document offering a reflective, evidenced and critical narrative of project process, decisions and outcomes. There should be a clearly identified response to the context within the brief based on research and analysis. This document should include text-based and visual elements including sketchbook-evidence of an iterative creative process.	60	13

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

Reading and On-line Resources
<p>The course indicative Reading and on-line resource list is accessible via Keylinks: https://gsa.keylinks.org/new-ui/hierarchy/list/249 This list will be reviewed and updated annually to reflect course content and subject developments.</p>