The logo for LSIS (Learning Skills Improvement Service) features the letters 'LSIS' in a bold, sans-serif font, with a stylized red and orange graphic element to the right.

Accelerating the drive for excellence
Improving learning and skills together



**DESIGN for
IMPROVEMENT**

Training Workshops and
Bespoke Support

Design for Improvement: a service design approach for Further Education providers

Get Started!



Learning & Skills Improvement Service
Reference Number: LSIS334



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Welcome to Design for Improvement: a service design approach for Further Education providers

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[Get Started!](#)

Foreword

‘It is important for colleges to engage students about the services they offer. Students will feel like the services might be a help to them. They will feel more comfortable if they know the college offers the things they want to do.



Being listened to by the college feels really good, like the staff actually want to improve the college the way the students would like. Even though I am leaving this year, the college will improve for future students. It's great, because we feel like our views are being heard and the college wants to improve.

It's good for the college too, because they can show future students that they listen to students and try to make college the best place for them.'

Shubbi Ali

Year 13 Student and participant in service user research, Stockton Sixth Form College



Design for Improvement

Executive Summary

[Read on ...](#)

Service design is an approach that can be used to improve Further Education (FE) provider services and strategies. This guide describes how FE providers can apply service design processes and tools to improve recruitment, attainment, achievement and progression figures.



Design For Improvement

The tools and process described here were put into practice by five FE providers that took part in the Design for Improvement programme. Funded by the Learning, Skills and Improvement Service and designed and delivered by Uscreates, Design for Improvement is a learn-by-doing training programme. Participants applied the new techniques and knowledge they gained to their own challenge across two training workshops. They worked together to address each other's challenges during the workshops, and were supported by Uscreates to develop the approaches within their own organisations.

The benefits of taking a service design approach

A user focus



Service design enables FE providers to develop services around the needs of those who use them. By looking at services through the eyes of service users, it sheds new light on common challenges and leads to more effective, appropriate and fitting strategies and offerings. It provides a range of innovative approaches that enable providers to engage their service users and work with them to design and implement improvements.

An in-depth scoping phase



Because it is a user-focused approach, service design places a strong emphasis on scoping and research. This enables FE providers to develop a detailed understanding of their users and the wider context of their challenge. As well as ensuring that the insight needed to improve services is gathered, the tools and processes developed in the scoping stage can be embedded and applied to other challenges.

A strong evidence base



The service user voice is a powerful driver of positive change. Appropriate and effective user research tools empower FE provider decision-making with a strong evidence-base. Service design enables FE providers to demonstrate that proposals are in the interests of learners, staff, communities and other stakeholders.

A collaborative approach



Taking a service design approach entails working closely with service users and colleagues to develop improvements collaboratively. Involving service users and other stakeholders leads to fresh, novel and effective ideas. In addition, it is often an empowering and positive experience for those involved, helping to raise the FE provider's profile with their services users and stakeholders.

A credible process



Service design is a systematic process. It is used extensively by commercial sector organisations to provide effective, customer-centric and competitive service offerings. FE providers that want to try innovative approaches to service improvement thus have a proven, achievable process and tools to do so.



DESIGN for
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Training Workshops and
Bespoke Support

Design for Improvement

A service design approach for further education providers

[Read on ...](#)

Introduction

Further Education (FE) providers face diverse challenges. Accountability to local communities is becoming increasingly important. Ofsted, which places an emphasis on learner outcomes, requires extensive gathering and demonstration of evidence. Meanwhile, the recession continues to put financial and staff resources under pressure.

In addressing these challenges, FE providers must work with a wide range of individuals and organisations, with distinct and differing needs. Often, providing successful services means finding ways to meet these needs effectively.

FE providers that want to improve their services need methods that fit their local contexts, and the diverse needs of the people that comprise them.

Service design is one such approach. By placing an emphasis on understanding service users – whether they are learners, colleagues, parents or employers – it enables FE providers to develop services that fit specific user needs. This results in services that are more effective and better suited to local circumstances.

This guide illustrates the service design process for FE providers. It describes the main concepts and techniques, and features insight from FE providers that have applied service design principles to their own challenges.



About Design for Improvement

The process described in this guide is based on the Design for Improvement programme. The programme is designed to empower organisations with new approaches, tools and techniques to improve their strategies and services. Design for Improvement takes a ‘learn by doing approach’, in which organisations directly apply new knowledge to their own challenges.

All the tools and techniques described here have been trialled by FE providers, during and following their completion of service design training.

Consequently, the views expressed are their genuine responses to the benefits and barriers of taking a service design approach in FE settings.

Importantly, the process set out here is not rigid or constrictive. While certain key principles – such as carrying out and analysing user research – are important, there is a high degree of flexibility over the way in which it is done.



FE providers can take or adapt the tools according to their resources and the various characteristics of their organisation, learners, staff and so on – choosing those that work best for them.

For this reason, only the initial two stages of the service design process – co-scoping and co-development - are described here: it is during these stages that the approach adds the greatest value, in terms of innovation and impact. The remaining implementation, evaluation and policy stages can be adopted into organisations’ existing processes and techniques.

However, it is strongly recommended that FE providers wanting to take a service design approach consider how they will measure and evaluate success at an early opportunity.

Design for Improvement:

Further Education profiles

The experiences of using a service design approach captured in this guide are supplied by five FE providers that took part in the Design for Improvement programme. The programme was funded by the Learning, Skills and Improvement Service (LSIS) and designed and delivered by Uscreates. It involved two training workshops during which the participants were introduced to the service design approach in the context of challenges faced by each organisation. Participants worked together in mixed groups, co-creating ideas to address each other's challenges. Following each workshop, they were supported to apply the techniques they had learned to their challenges with assistance from service design consultants at Uscreates.



Kirklees College

Kirklees College is one of the biggest colleges in the country. It has approximately 1,200 staff and 20,000 students, including approximately 4,000 full time learners.

The college was keen to think differently about how it plans and delivers community learning. It took part in the Design for Improvement programme to find ways of increasing take-up of its informal adult learning courses. This involves engaging with members of the community who tend not to feel that learning is for them.

Service Design Challenge:

 To increase participation in informal adult learning.



Stockton Sixth Form College

Stockton Sixth Form College is the only specialist sixth form education provider in the Stockton area. It has 800 learners and around 80 staff.

The college has a high A-level pass rate and has recently has a £5m renovation. However, it faces stiff competition from a number of other, larger FE providers in the area.

Peterborough Regional College

Peterborough Regional College provides both Further and Higher Education (HE). It has 5,000 learners, of which 3,200 are full-time learners and 2,600 are part-time.

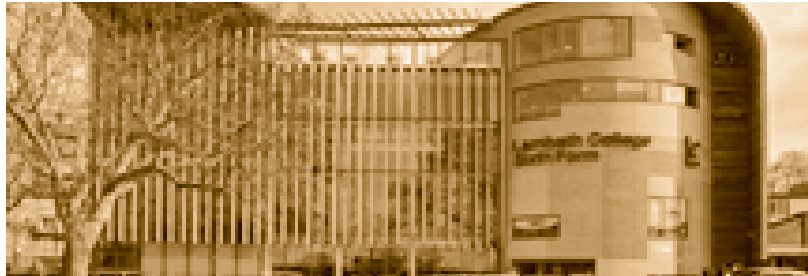
With a diverse learner population, encouraging a high level of respect among learners is priority for the college. Improving respect is linked to anti-bullying, as well as learner satisfaction and wellbeing.

Service Design Challenge:

 To increase learner applications

Service Design Challenge:

 To increase positive learner feedback about respect at the college



Lambeth College



Lambeth College is a large south London FE provider. It has three centres, at Clapham, Brixton and Vauxhall. It is aiming to increase engagement with local employers to develop employability opportunities for students. It is currently developing facilities at its Clapham centre to give learners opportunities to run 'micro businesses' on their way to apprenticeships and future employment. These include a bistro, training kitchens, hairdressing salons and a beauty spa.

Doncaster, Rotherham and District Motor Trades Group Training Association (GTA)

Doncaster, Rotherham and District Motor Trades GTA (Doncaster GTA) is one of the largest Specialist Transport, Logistics, Business Administration and Motor Trade Training Association Centre in South Yorkshire. It has approximately 40 staff, and two Training Centres, in Doncaster and Sheffield.

Doncaster GTA provides both apprenticeships and professional courses across the motor trade industry. It therefore needs good relationships with local businesses, such as car dealerships. Its training offerings include helping dealerships to improve their services for people with disabilities.

Service Design Challenge:






-  To improve learner employability
-  To improve reception services

Service Design Challenge:

-  To increase uptake of training opportunities

What is service design?

Service design allows organisations to create services and strategies from an end-user's point of view. This enables them to create services that are:


-  **Useful to the organisation and to the end user**
-  **Usable by the end user**
-  **Desirable and attractive to the end-user**
-  **Efficient in the use and allocation of human, financial and physical resources**
-  **Effective in delivering organisational aims**


Service design recognises that there is no such thing as a 'typical' service user. This means that a generic service – designed without considering the needs of those whose engagement is critical to its success – is unlikely to succeed.


It is a systematic process that begins with exploring the needs of those who use a service. Once a thorough understanding of users' needs has been reached, organisations can provide services that are tailored to meet them in an effective way. Because it offers a range of techniques that involve users in the research and design processes, it ensures that services are based on solid evidence.

By looking at services through the eyes of the users and involving them in the process, service design enables FE providers to:

 **Gain a fresh perspective on common challenges, and reveal new and innovative ways to solve them**

 **Demonstrate learner involvement and outcomes for Ofsted evaluation**

 **Raise their profile among learners and other stakeholders**

 **Boost learner outcomes by improving relationships with learners, employers and higher education providers**

A sepia-toned photograph of two students, a young woman and a young man, sitting at a desk and looking down at a document. The woman is on the left, wearing a striped shirt, and the man is on the right, wearing a dark jacket. They appear to be in a classroom or study environment. In the background, other students are partially visible, and there are papers and a pen on the desk.

Case Study

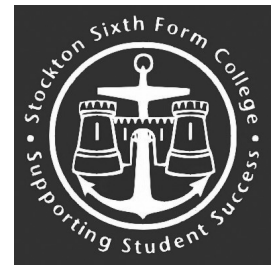
Applying a service design approach at Stockton Sixth Form College

[Read on ...](#)

Case Study:

Applying a service design approach at Stockton Sixth Form College

“We’ve known about the challenge for some time, and we wanted to try some fresh and innovative approaches”



Stockton Sixth Form College (SSFC) is the only specialist sixth form college in Stockton. It enjoys an excellent academic reputation, and is proud of its inclusive approach to learner development. A focus on one-to-one guidance enabled 87% of its learners to secure a place at university in 2012, and it has recently completed a £4.5m refurbishment.

However, Stockton Sixth Form College faces competition from other larger colleges nearby, all of which have good reputations. This has contributed to a decline in new learner applications to SSFC in recent years.

Eager to find new learner-centred ways to address this challenge, SSFC’s Schools Liaison and Marketing Manager Samantha Hockey and Pastoral Tutor Kris George took part in the Design for Improvement programme.

Getting Competitive!



“The journey mapping went really well. It backed up some of our expectations about barriers to application, giving us hard facts in the form of learner feedback”

Kris George, Pastoral Tutor, Stockton Sixth Form College

Samantha and Kris began the initial Design for Improvement workshop with a clear idea of what they wanted to achieve, and quickly set an ambitious **SMART goal: to increase student applications year on year by 2013.**

To achieve it, the team felt they needed to better understand learner perceptions of SSFC application and enrolment services in relation to their competitors. They therefore decided to carry out a user journey mapping exercise with their first-year students.

195 current students were engaged about their perceptions and experiences of applying to the college. As a personal tutor, Kris was able to use tutorial time to do much of this, ensuring that it did not encroach into learners' academic experience.

“At first, some learners felt that it was another questionnaire”, Kris says. “However, once we communicated that it was an opportunity to provide feedback in an anonymous way, learners remembered lots of detail about their experience of application and interview”.

Their responses were used to create a user journey map highlighting the various touchpoints potential new learners encounter in their contact with SSFC application services, whether students' experience of these touchpoints had been positive or negative, and where new touchpoints are needed.

“The journey mapping went really well”, says Kris. “It backed up some of our expectations about barriers to application, giving us hard facts in the form of learner feedback”. This helped to make the case for changes to the service.

Analysis of the journey mapping revealed an gap in touchpoints between the interview and enrollment date, which might be affecting drop-out rates as the relationship between college and prospective students not ‘kept warm’ prior to enrolment.

Engaging Learners



“Some learners needed a bit of encouragement, but with others, you couldn’t stop them! As they had joined the college relatively recently, they were eager to be involved.”

Samantha Hockney, School Liaison and Marketing Manager, Stockton Sixth Form College

In addition to the user journey mapping, the team wanted to find a new and innovative way to engage students in in-depth conversations about the college and its application services.

“In the past, the college has tended to use questionnaires”, says Samantha. “But we wanted to find a better way of listening to our learners, while simultaneously raising the college’s profile with them.”

Samantha had used a diary room approach in a former role, so had first-hand experience of its efficacy. However, it had never been done at SSFC before, so it would have a major impact with learners.

SSFC adapted Uscreates’ ‘RantBox’, a youth-focused user research tool. The RantBox creates a ‘diary room’ environment similar to that used on the Big Brother television show. As such, it provides a fun and engaging way for learners to give their views about a range of issues.

The Rantbox enables learners to provide feedback in pairs or small groups, which helps to boost their confidence in giving their thoughts and opinions.

In the weeks preceding the engagement, a poster advertising the diary room was used to create a buzz and encourage uptake. The RantBox was set up in the college’s Learning Resource Centre, allowing learners to take part during their free periods. This enabled Samantha to engage 120 learners in one day. She briefed each of them before the engagement, to give them time to think about their responses.

As well as providing useful insight, the RantBox was a rewarding experience for many learners too. “Some learners needed a bit of encouragement, because they found it a little intimidating”, says Samantha. “But with others, you couldn’t stop them! As they had joined the college relatively recently, they were eager to be involved”.

Involving Colleagues

During the Design for Improvement training workshops, Samantha and Kris saw potential in the service design approach to benefit a wider group of college staff. “We left the first workshop thinking, ‘we wish everyone could have listened to that’ – the impact is always greater when staff can learn the methodology rather than just listen to the findings”, says Kris.

Samantha and Kris’s efforts to increase learner application rates, such as the RantBox and journey mapping, had been valued by their colleagues. They therefore invited Uscreates to deliver a Design for Improvement mini-workshop to a vertical slice of staff at SSFC. Samantha and Kris co-facilitated the workshop alongside Uscreates, enabling them to pass on their knowledge and tailor it to the college context.

The workshop, which included a co-creation session with learners from the college, resulted in a number of positive outcomes.

These included ideas for improving community engagement events; a user research process through video diaries to understand how sports applications can be increased; and a History learners ambassador programme that will see learners going into local secondary schools to enthuse year 11 students about studying history at SSFC.

“The workshop provided an opportunity for staff to do things practically towards achieving goals that were relevant to them”, says Kris. “We came up with a range of new goals, all of which contribute to improving the college. It energised staff, and increasing applications is starting to be seen as more of a team effort”.

One workshop participant said, “Being able to talk through ideas with students was particularly useful”. “There were lots of ideas on how to use the most important people (including learners) in our organisation to achieve our strategic objectives”, said another.



“We left the first workshop thinking, ‘we wish everyone could have listened to that’ - the impact is always greater when staff can learn the methodology rather than just listen to findings ”

Samantha Hockney, School Liaison and Marketing Manager, Stockton Sixth Form College

Implementing Improvements

Following the user research and staff workshop, Kris and Samantha have brought together all the findings and outcomes in a visionary service blueprint. This blueprint which will be displayed in the staff meeting rooms, clarifies actions and roles surrounding increasing applications collectively, and helps to communicate a shared vision to college staff. “Increasing applications is everyone’s responsibility,” says Samantha. “The service blueprint helps to make all staff accountable in this challenge, and inspires them to explore innovative recruitment initiatives”.

“Increasing applications is everyone’s responsibility. Their service blueprint helps to make all staff accountable in this challenge.”

Samantha Hockney, School Liaison and Marketing Manager, Stockton Sixth Form College

Name of organisation *Stockton Sixth form College*

Service blueprint

Prototype how your service operates at each level of the user journey, and both onstage and backstage

	Aware how do users become aware of your service?	Join how do users join your service? how are you motivating them?	Use how do users engage with your service?	Develop how does the service develop a relationship with users? how do they help the service develop?	Exit / Continue how do users exit the service? how are they encouraged to continue? how can they bring new users?
Ideal scenario outline a step-by-step story of an ideal scenario where a user is engaging with your service	<i>through school / college contact</i>	<i>visibility in school online / soc med opt in using pros</i>	<i>advice from students = ambassador for college</i>	<i>monitored to become the mentor → shared experiences alumni story</i>	<i>enrolling college, recommending to Y10, part of process in college as mentor</i>
Onstage touchpoints					
Face to face	<i>friends / teachers pass on msg</i>	<i>current students / interview</i>	<i>Students on site</i>		<i>enrolling</i>
Web	<i>website promo / social media</i>	<i>subscribe online / social media</i>	<i>social media follow-up</i>	<i>encourage applications</i>	
Print	<i>leaflets / posters in school → prospectus? opt-in</i>				
Mobile	<i>text → response, text yes to...</i>				
Call centre					

Embedding the approach

SSFC will repeat both the journey mapping and RantBox engagements in the coming years. “We hope to repeat the journey mapping early next academic year”, says Kris “and the diary room just after January’s mock exams. There’s less pressure on learners at this time, so they’ll be more likely to take part”.

Conclusion

SSFC's experience of service design has been very positive. "It's given us a clear focus on what we want to do regarding learner liaison and enrolment, and the importance of focusing on the quality of our application services, not just how many potential learners we reach", says Kris.

Initially, adopting a service design mind-set was challenging for Kris and Samantha, but the potential of the approach to drive positive change quickly became apparent.

"At the first workshop, I was defending what we were already doing. But then I started to ask why: it's about the user's point of view, not ours", says Kris.

"It's not been easy, but the input we have had from learners has confirmed the value."





“There’s been a step-change in attitudes at the college – we’re taking staff with us and keeping up the momentum.”

Samantha Hockney, School Liaison and Marketing Manager, Stockton Sixth Form College

The service design process



The service design process

This section of the guide will provide you with information and tools about the first stage of the service design process, co-scoping.



Click on a tab tool to find out more about the tool, or click on the paper icon to download the template for it.



Tools

Project Action Plan



Project Definition



User Persona



User Research Tools



Discussion Guide



Ethical Hotspot Mapping



Phase 1:

Co-Scope

During the co-scoping phase, you define your challenge and carry out user research to understand how to solve it.

Co-scoping enables you to establish:

Who your users are



Their motivations, aspirations and interests



What your services look like from their perspective



How they are accessing your services



1/ Set an action plan

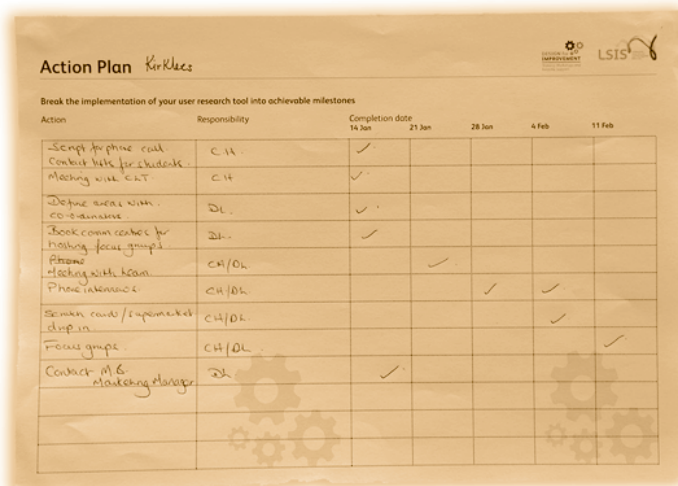


[Click here to download an action plan template](#)

While you're going through the following co-scoping tools, you may find it helpful to set out your co-scoping tasks in an action plan. This will help to clarify roles and responsibilities and gain buy-in from colleagues and other stakeholders.

Action Plan

Break the implementation of your user research tool into achievable milestones



2/ Define your project

The first step is to capture what is already known about your challenge, the specific group of users you must engage to improve your service, and what resources you have at your disposal to do so.



[Click here to download an project definition template](#)

Review existing data: What do you already know about your audience?

Beginning by analysing existing information – or conducting ‘secondary research’ - enables you to establish what else you will need to do to better understand your users and your challenge. It is cost-effective, because it ensures that subsequent research is focused on filling gaps in your knowledge, rather than providing general information that may not be useful. Sources of secondary research include performance data, enrolment figures and existing surveys.

Highlight problem areas you need to address: What do you understand about your challenge?

Your existing data may reveal a number of potential problems or shortfalls in your service that you could address. Capturing these now will help you prioritise and decide which are within the scope of your current project, and which may be deferred for future work.

Define your project: What is achievable within your resources and timescales?

Create a single project management document that sets out what you know and what you hope to achieve. As well as clarifying your thinking and proving a foundation for your project, doing this will help to communicate your work to other stakeholders at your organisation. Your project definition should include:

🔑 **Vision:** What will success look like?

🔑 **Objectives:** What outcomes are you hoping to see?

🔑 **Scope:** What is included within the project and what is not? Consider a scope which is realistic in light of the length of the programme and capacity of your team.

🔑 **Project team:** Who cares about the objectives? Who is connected to the right people? Who has the right expertise? Keep your project team to a manageable size.

🔑 **Stakeholders** Who does this project affect? Who should be informed and consulted? Who is influential over the success of your project, and who will be interest in achieving it? Who is the target audience?

The background of the slide is a warm-toned photograph of a meeting. Several people are seated at tables, looking at documents. A large, faint graphic of a lightbulb is overlaid on the image, with its base at the bottom and its bulb at the top. The text is overlaid on a semi-transparent white box.

SMART goal example:

In order to increase community learning, Kirklees College needed to focus on residents living in 14 local authority-designated 'priority neighbourhoods'. It was unrealistic to try to work in all 14 at once, so the college prioritised three areas in which to implement an initial service design project.

The college set itself the following SMART objective:

By May 2013, increase the participation of 50 adults in college learning opportunities from three areas: Golcar, Slaithwaite and Chickenley.

3/ Create a user persona



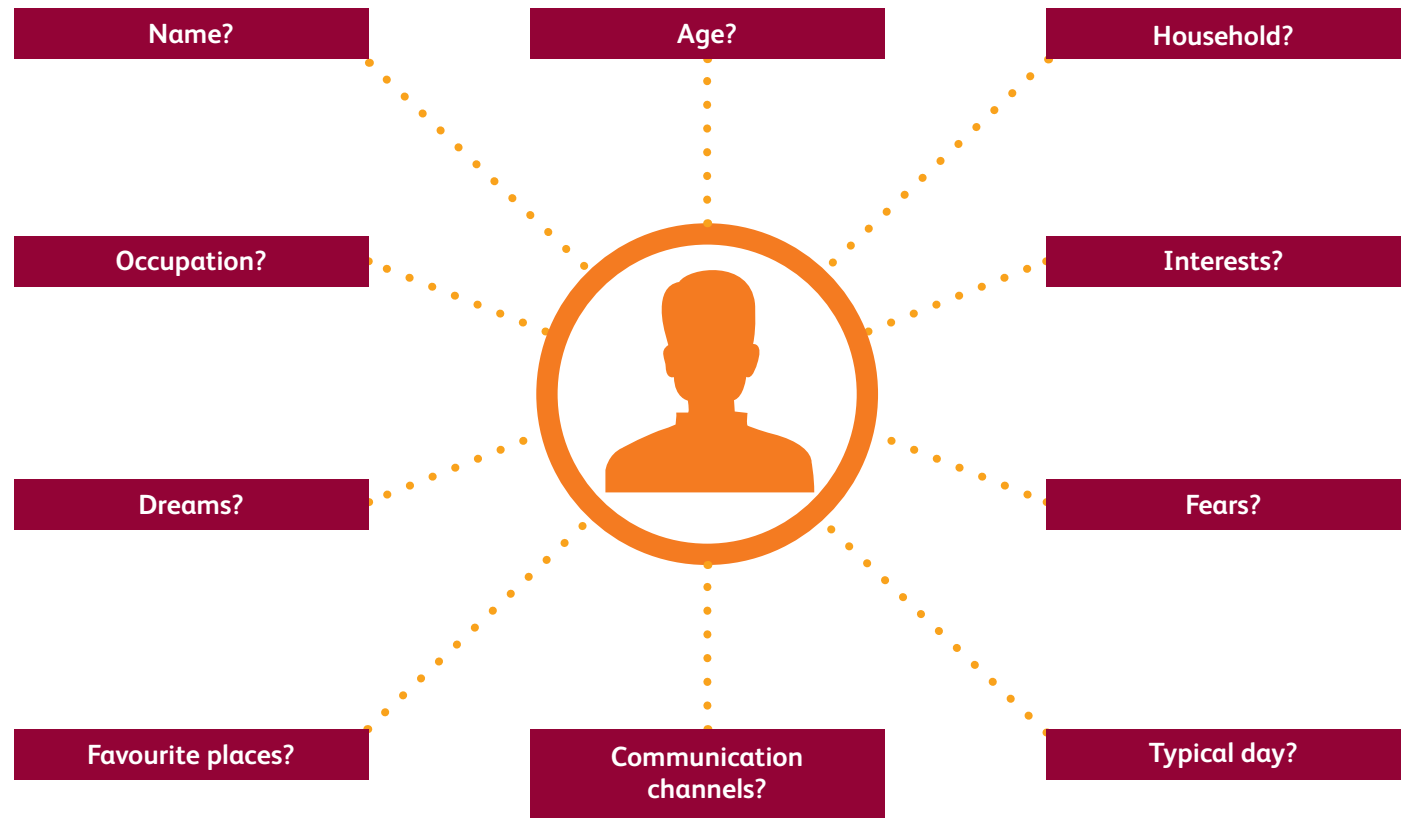
*Click here to
download a user
persona template*

A user persona is a tool that helps you to stay focused on your users. It is a profile of an imaginary member of the user group that you must engage to improve your service. It helps you to build your project around your service user's needs, and will help you to begin thinking about your services from your users' perspective.

Your persona is a useful reference point that can serve to keep your project team and other stakeholders focused on your user.. Use it to capture what you know about your users and plan research methods that are appropriate to them. You may also be able to use it for future service improvement work targeted at the similar users.

Your persona should be developed based as far as possible on what you know about the typical member of your audience. At this stage in the project, you are likely to have to make some assumptions about what your users are like.

However, you can make it more specific on the basis of insight that will emerge as you progress through the co-scoping phase.

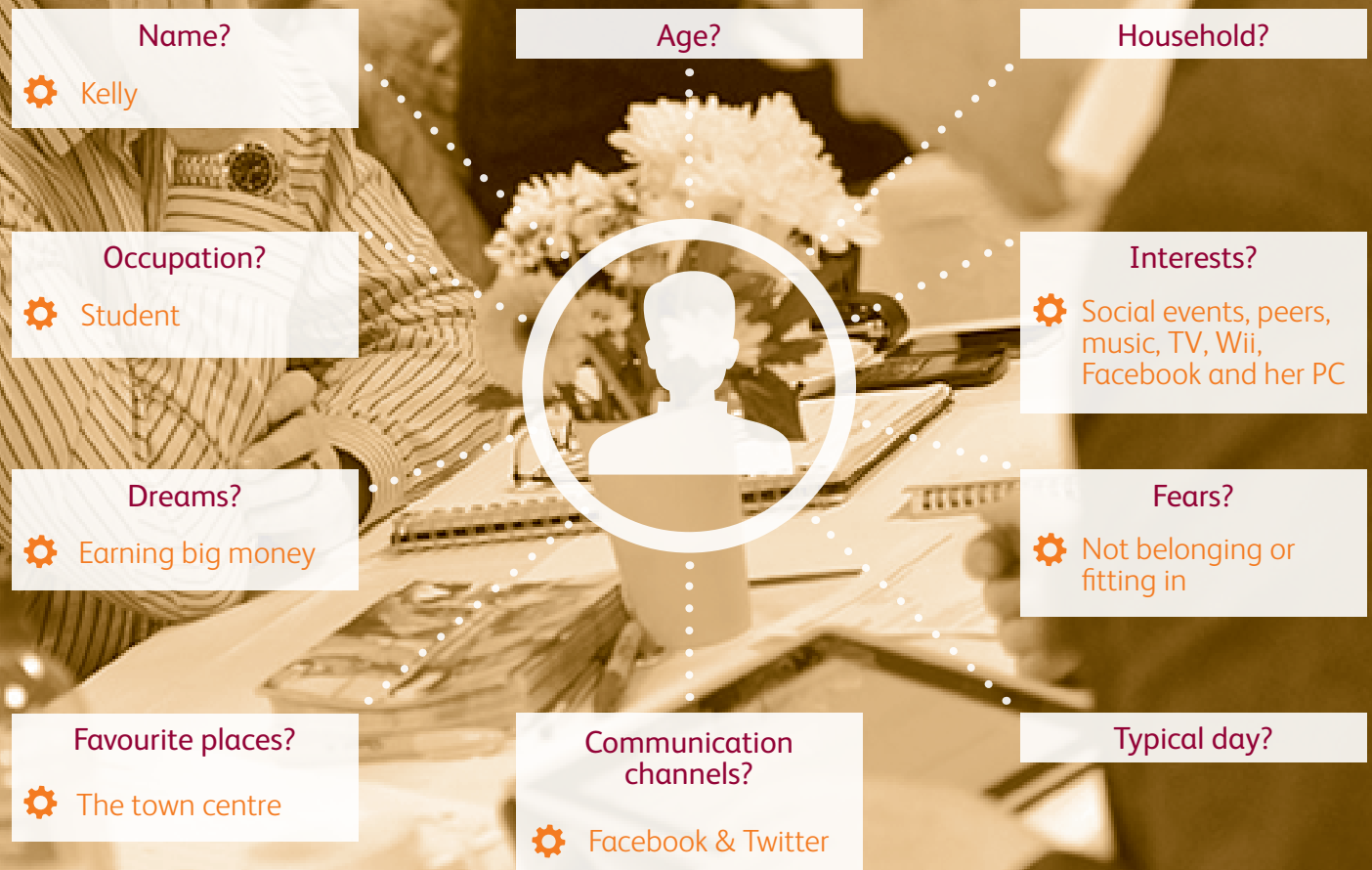


3a/ An example of a user profile

Katie McAllister, Student Wellbeing and Support Manager at Peterborough Regional College recommends creating a user persona as a planning tool.

“It’s useful to do this at the beginning of your project, because it gets you in the right user-centred mind-set. You begin to get inside the head of your users, helping you to think about tackling the challenge with a specific person in mind”.

“However, at this stage you don’t know with certainty whether your persona is correct, because you haven’t yet carried out your research. But it does get you thinking differently early on in your project”.



4/ Design user research tools










[Click here to download a user research template](#)

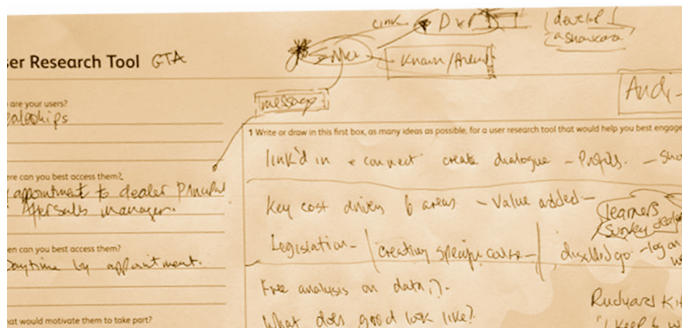
User research enables you to fill gaps in your knowledge and enhance your understanding of your users and your challenge. It helps you to identify:

-  **How are users accessing current services**
-  **Areas for improvement or innovation**
-  **Opportunities for new services that will address a user need**

Using your user persona and project definition, think about which research tools both best fit your users' needs and are within your project resources. Try not to automatically resort to techniques that you have used before or are most familiar with such as questionnaires or interviews. Instead, tailor your tools on the basis of what you understand about your users. For example, you could ask your users to capture their thoughts using video diaries, or you could ask them to put up speech-bubble post-it notes on an opinion wall. Be creative and think of tools that will enthuse your users and make the experience more enjoyable for them as well as productive for you. This will make your research more effective: your users will be more engaged; you will achieve a better response rate; and you capture more honest insight. Consider:

-  Where and when can you best access your users?
-  How can you best approach them?
-  How can you motivate them to take part?
-  What is in it for them?
-  How much time can they give you?
-  Will they be more comfortable engaging with you alone, in pairs or in groups?
-  Can you integrate your research tool into communication channels they already use?

Remember: this is about how you're going to discover the information you need – not what information you need to find out



4a/ Examples of innovative user-research tools:

Video diaries

Users are given videos to document particular aspects of their life.

Benefits:

- ⚙ Users share insight in real-time rather than post-reflection
- ⚙ Capture real environments and lifestyles
- ⚙ Users can be dispersed in different locations at different times
- ⚙ Fun and engaging with Reality TV appeal

Mobile spaces

Pop-up hubs or caravan that visits users and offers a refreshments or incentive in return for a conversation

Benefits:

- ⚙ Goes out to users rather than expects them to come you
- ⚙ Visible and inviting
- ⚙ Location can be strategic with high-footfall and captive audience
- ⚙ Incentivised so participants can value the exchange of time

Digital surveys

The traditional questionnaires but embedded on digital platforms such as smartphones or iPads.

Benefits:

- ⚙ More appealing to a tech-savvy audience than paper surveys
- ⚙ Digital system reduces errors and missing responses
- ⚙ No data input required
- ⚙ Easier to analyse (SurveyMonkey.com for example offers free analysis tools)

Day in the life

A tool to immerse yourself in the shoes of your user for a day

Benefits:

- ⚙ Efficient way of learning what it's like 'on the other side'
- ⚙ Improves relationships and conversations between learners and providers
- ⚙ Builds empathy and understanding
- ⚙ Very in-depth insight

Peer-to-peer research

Train users to conduct interviews or focus groups with other users

Benefits:

- ⚙ Users share insight in real-time rather than post-reflection
- ⚙ Capture real environments and lifestyles
- ⚙ Users can be dispersed in different locations at different times
- ⚙ Fun and engaging with reality TV appeal

Cultural probes

Offer users tools to document their day to day experiences (e.g. diary, photo prompts, text messages, maps, etc.)

Benefits:

- ⚙ Users can complete in their own time
- ⚙ Records real life events as they happen
- ⚙ Not influenced by researcher's presence
- ⚙ Rich multimodal data (photos, maps of daily travels, shopping lists, etc.)

4b/ Choosing user research tools

Doncaster GTA

To increase uptake of its training offering, Doncaster GTA needed to engage a number of local motor dealerships to better understand their training needs. However, they faced a key barrier in reaching decision-makers within the dealerships, through the traditional meeting-request approach, as dealership managers tend to be very time-poor. They were likely to be too busy for a face-to-face or even a telephone survey.

To overcome this barrier, the team devised a 'mystery shopping exercise'. A member of the team took on the role of a potential customer, visited the premises of eight local dealerships, and assessed his experience of their range of customer services. The findings were used to create bespoke training offers for each dealership, turning them into mutually-beneficial opportunities in which Doncaster GTA could offer something of value to the dealerships during the meetings. Simultaneously, this approach enabled them to deepen their knowledge of their service users for future improvements.

Dave Cooper, GTA Group Health and Safety Officer, says:

"It enabled us to provide a very honest picture of dealership services, and give dealers some feedback that they could use. What's more, we've developed an approach that we can adapt and apply to other areas to improve our relationship with dealerships."

Kirklees College

Kirklees College knew that the people who were not engaging with its community learning services tended to be white men in their early 20s living in some of the most deprived areas of region. The team constructed a user persona of a 'typical' white male resident of one of their three target areas. This included his likes and dislikes and where he tended to spend his time. This helped them to design a research tool that was appropriate for their target users.

To ensure they were able to reach this key audience, the team needed to engage them in the locations they frequented. To do this, the team carried out a 'cornershop consultation' in each area, where they had conversations with their audience about their barriers and motivations to adult learning. Participation was incentivised with a free lottery scratch card, and each participant received a free 'goody bag' containing a voucher for a free course of their choice. In this way, the team were able to turn a user research tool into promotional opportunities for college services.

5/ Write a discussion guide



[Click here to download a discussion guidetemplate](#)

A discussion guide can be thought of as an agenda or plan outlining the insight you need to design your service. It sets out the questions you will put to your audience of service users during your user research.

By designing a discussion guide prior to conducting your research, you can help to keep it focused on discovering the information you need to improve your services. If you skip this step, you risk getting irrelevant responses from your users – wasting both your time and theirs.

To design your discussion guide, start by looking at your SMART goal. What do you need to find out from users in order to achieve it?

Once you have this understanding, translate what you need to find out into meaningful questions that users can answer easily.

Discussion Guide Principles:

It's good to talk, but better to listen.

Engaging your users can reveal lots of useful and unexpected insight. Give your audience plenty of opportunities to talk expansively and openly

Be honest about your objectives.

Explain what you're doing and why you're doing it early on

Use an ice-breaker.

This will help to relax your users and encourage them to talk openly. In group settings and for younger audiences, you could use a quick game or exercise. In one-to-one research, you could try a question such as, 'Could you tell me a bit about yourself?'

Use open questions.

Unlike closed questions, which elicit 'yes and no' answers, open questions encourage your audience to expand on issues. For example, ask 'how do you feel about the area?', rather than 'do you like the area?'

Keep it concise.

Try to use as few questions as you can, and keep them simple and easy to understand

Avoid bias.

Try not to include questions that may steer your audience to specific conclusions. For example, it is better to ask, 'How do you feel about the service?' rather than, 'The service has a good reputation. Why do you think that is?'

Be comprehensive.

Ensure the discussion guide covers all you need to find out

A photograph of two women sitting at a table, looking at a document. The woman on the left has short blonde hair and is wearing a dark top. The woman on the right has short dark hair and is wearing a patterned top. They are in a meeting room with a white table, a white cup, and a smartphone on it. The background is slightly blurred, showing a window with blinds and a framed picture on the wall.

The value of discussion guides

Chris Cooper and his team at Kirklees College designed a discussion guide prior to carrying out their ‘cornershop consultation’ user research.

“Discussion guides help you to clarify how best to engage with your users to get the information that you need”, he says.

“Research opportunities are wasted if you’re not clear about what you need to get out of them in advance, and if you don’t ask the questions in the right manner.”

6/ Map ethical hotspots

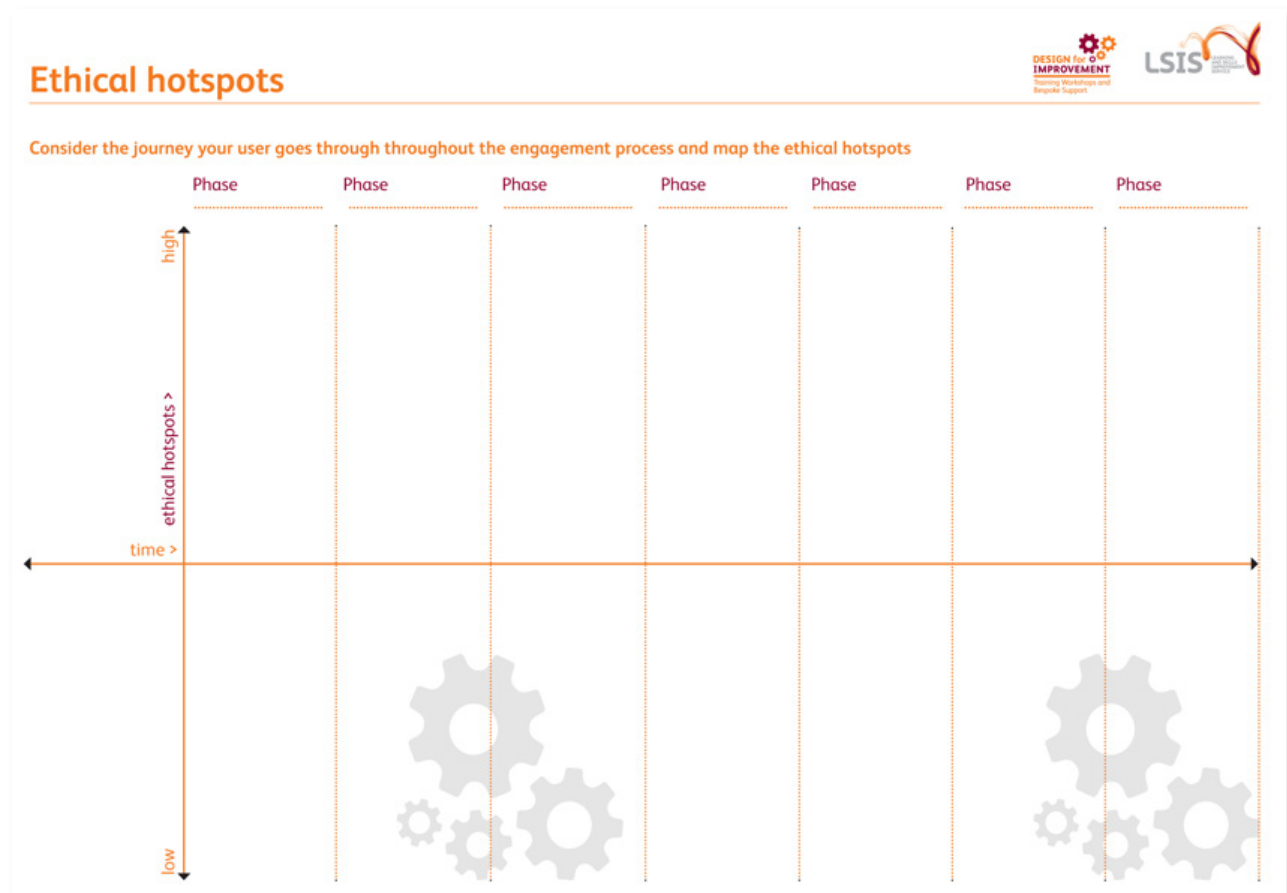
Taking a service design approach means working closely with service users and engaging them more intensively than you may have done before.

Considering the ethical implications at an early stage in your project – before you carry out your user research – helps to manage risk to your organisation, staff and your service users.

Map out all the activities you plan to undertake in your project, and consider the ethical implications of each. If some activities have significant ethical implications that are too challenging to mitigate or justify, you may need to reconsider them.



Click here to download a mapping ethical hotspots template



6/ Map ethical hotspots



Click here to download a mapping ethical hotspots template

Key ethical issues:

- 🔑 How do you ensure that people participating fully understand what is being asked of them?
- 🔑 Is there payment or an incentive scheme for their involvement?
- 🔑 Should all participants be paid for their time? They may be providing crucial input – consider how this value is recognised
- 🔑 Are you equipped to deal with any sensitive information that might be uncovered?
- 🔑 How would you deal with information that is unrelated to the project, but is illegal or needs further assistance – for example, abuse, addiction or emotional trauma?

Sources of ethical guidance:

Education:

- ⚙️ Your organisation's code of practice
- ⚙️ Equality and Human Rights Commission
- ⚙️ Equality Act 2010: Technical Guidance on Further and Higher Education
- ⚙️ Council of International Schools

Social research:

- ⚙️ Social Research Association

Design:

- ⚙️ Royal Institute of British Architecture
- ⚙️ Chartered Society of Designers

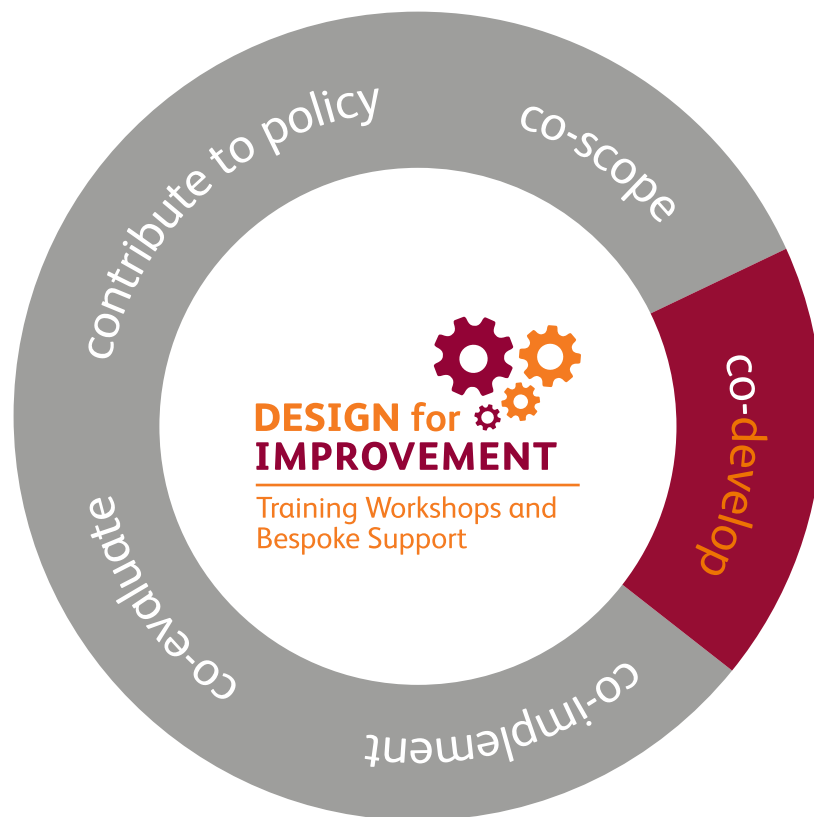


The service design process

This section of the guide will provide you with information and tools about the first stage of the service design process, co-scoping.



Click on a tab tool to find out more about the tool, or click on the paper icon to download the template for it.



Tools

Action plan template



Behavioural segmentation template



User journey mapping template



Benefits and barriers template



Stakeholder analysis template



Reframing project definition template



Co-creation ideas template



Lateral thinking template



Service blueprint template



Phase 2: Co-Develop

Your co-scoping research will have given you lots of useful insight into your users in relation to your services. Now it is time to turn your findings into ways of improving your services by working with your service users and stakeholders.

During the co-development phase, you:

Analyse your co-scoping research



Identify areas for innovation or improvement



Generate ideas in response to your findings



Prototype and pilot your ideas



1/ Set an action plan

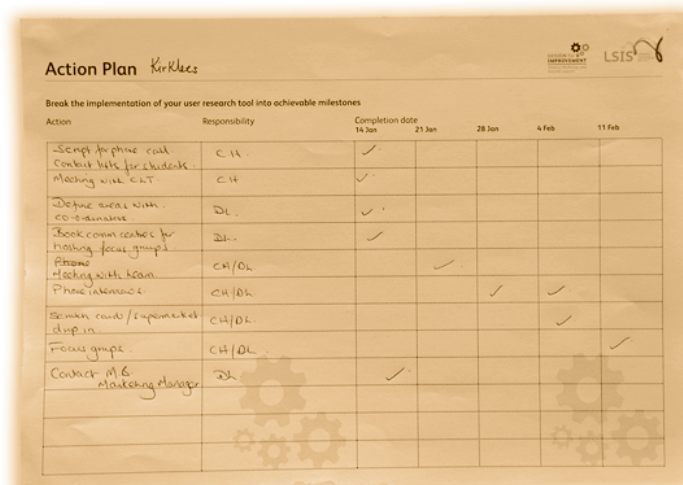


[Click here to download an action plan template](#)

Going through the following co-development tools may prompt you to undertake a range of new activities. You may therefore find it useful to update your action plan.

Action Plan

Break the implementation of your user research tool into achievable milestones



2/ Analyse your user research

Your user research will have given you lots of new data about your service users and your service. Because you are understanding your users' needs on an in-depth level, it is more likely that your data is qualitative rather than quantitative – consisting of quotes, notes and video footage for example, not numbers. To organise this data into key insight that will help you improve your services, bar charts and graphs might not be enough to bring out the quality of the findings. There are number of other analysis tools you can use.

Your choice of analysis tool will depend on the type of data you have gathered and what you are aiming to discover. None of the tools described below are mutually exclusive – you can use as many as you feel is necessary to achieving your goal. Below are a few examples.

2a/ Behavioural or psychographic segmentation

2b/ User journey mapping

2c/ Benefits and barriers analysis

2d/ Stakeholder analysis



Click on the buttons above to find out more about the different tools to analyse your user research findings

2a/ Analyse your user research: Behavioural or psychographic segmentation



Aim:

Change attitudes or behaviours



Tool:

Behavioural or psychographic segmentation

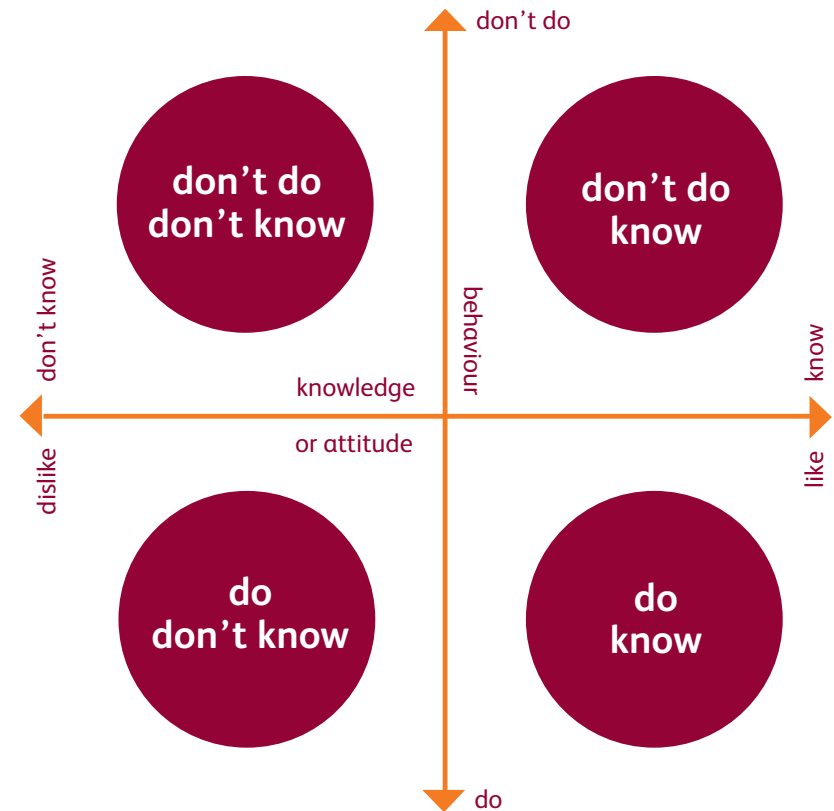


[Click here to download an behavioral and psychographic segmentaion template](#)

Behavioural segmentation enables you to group your service users into specific 'segments' according to their behaviour. Psychographic segmentation enables you to do so based on internal, psychological factors such as their knowledge, preferences, attitudes, beliefs and motivations.

Segmenting your service users in this way can help you to tailor ideas to improve your service offer towards those on whom success rests. It can also enable you to develop a range of ideas that meet the needs of distinct groups of users.

The diagram on this page provides a way in which you can group your users into four segments according to their preference, knowledge and action.



Name of organisation Peterborough

User research analysis: behavioural/psychographic analysis

*Period: 2000-2001
Several remarks
Facts + religious
Doubtful*

Attitude/Behaviour

segment 01	segment 02	About segment 01 (description/profile/quotes)	About segment 02 (description/profile/quotes)
1, 2, 3, 5, 6, 10, 11, 12, 13, 14, 24, 29, 33, 35	8, 9, 9, 10, 14, 18, 19, 20, 22, 23, 25, 26, 27, 28, 30		<u>Treated like an adult.</u>
<i>Students</i>	<i>Staff</i>	About segment 03 (description/profile/quotes)	About segment 04 (description/profile/quotes)

LSIS

2b/ Analyse your user research: User journey mapping



Aim:
Improve users’ engagement with your service



Tool:
User journey mapping



[Click here to download a user journey template](#)

User journey maps enable you to plot the way in which service users currently engage with your service. They describe the ‘journey’ users take at each stage of using your service, an how they feel as various parts of that journey. In this way, they enable you to see whether there any gaps in your current provision, or whether your service can be improved at particular touchpoints.

User journey stages include:



A young woman with long blonde hair and a young man with short dark hair are sitting at a desk, looking down at papers. The woman is holding a pen. The image has a warm, orange-toned background. An orange rectangular box is overlaid on the right side of the image, containing text.

Analysing user research example

Stockton Sixth Form College used a journey map to assess the experience of students from their first point of contact with the college – a presentation in schools – to their first week at college. Based on what they heard, they created a scale of satisfaction from 0 for low to 5 for high. The journey mapping helped the college understand that satisfaction is lowest during the phase when the college makes little contact with learners, between interview and introductory days.

2c/ Analyse your user research: Benefits & barriers analysis



Aim:

Motivate users to do something



Tool:

Benefits and barriers analysis

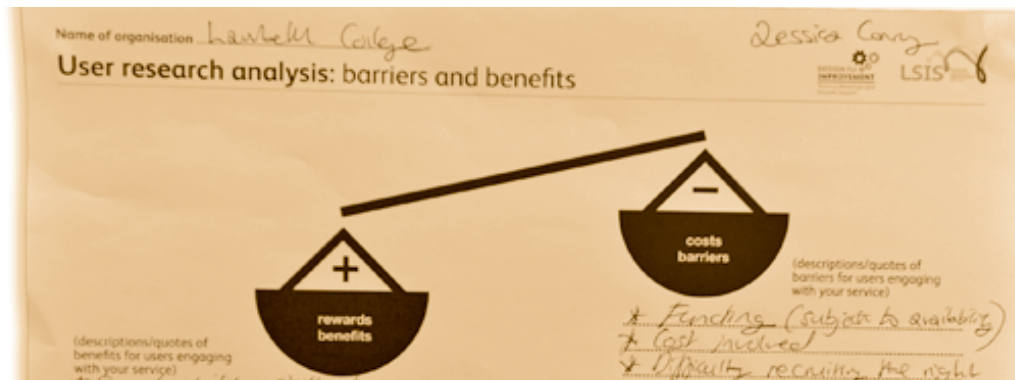
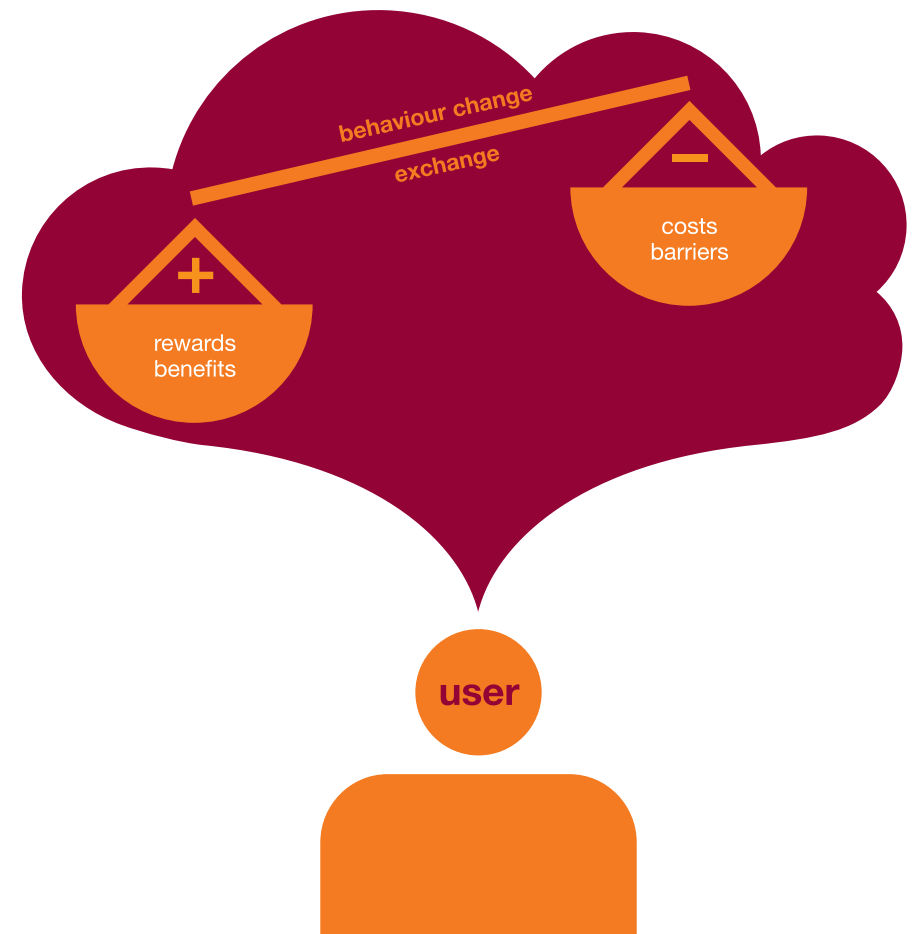


[Click here to download a barriers and benefits template](#)

Benefits or rewards equate to what your users get out of using your service. Barriers are the things that may prevent them doing so; similarly, costs are the things that users must give up, expend or pay in return.

In order to encourage service users to do something, the benefits and rewards of doing it must outweigh the barriers and costs. This is known as 'exchange': providing benefits in exchange for costs. Mapping out the benefits, rewards, barriers and costs of your service will help you understand how you can tip the balance towards action from your users.

Benefits and costs need not be financial. Costs include time, effort, discomfort and even reputation. Benefits include confidence, enjoyment and convenience. Similarly, barriers are not always concrete: if service users are not aware of your service, then a lack of knowledge will be a significant barrier.



2d/ Analyse your user research: Stakeholder analysis



Aim:

Engage people who have an influence on a user



Tool:

Stakeholder analysis



[Click here to download a stakeholder analysis template](#)

Sometimes, the influence of others – people, groups or organisations – is a key factor in whether service users take up services successfully. Family and friends; colleagues and co-learners; support groups, standard-setters or competitors: all of these can apply either a positive or negative influence over service users' intention and ability to use a service.

There is likely to be a wide range of stakeholders who influence your service users to a greater or lesser extent. Understanding this can help you to decide who you may need to engage and work with to improve your service. Can you win them over? Can you harness their positive influence? Or do you need to counter their negative influence?



Analysing user research example – Lambeth College

Lambeth College used a benefits and barriers analysis to understand whether a potential new employability training offering was likely to gain support within the college. Below are the costs and benefits identified from user research.

Benefits & Rewards

- ⚙️ Employability skills for prospective apprentices to convert them onto an apprenticeship programme
- ⚙️ Becoming a careers College in-line with strategic vision
- ⚙️ Increased revenues
- ⚙️ Job outcomes and progressions
- ⚙️ Meeting KPIs on the Apprenticeship programme
- ⚙️ Improve reputation with employers
- ⚙️ Increase employer participation
- ⚙️ Case-studies/marketing of good practice to attract more employees to our apprenticeship service

Costs & Barriers

- ⚙️ Funding (subject to availability)
- ⚙️ Costs involved in delivery
- ⚙️ Difficulty recruiting the right candidates for course
- ⚙️ Lack of interest/engagement across College to roll out
- ⚙️ Sufficient supply to meet demand

3/ Reframe your project definition



Click here to
download a reframing
template

Once you have analysed your user research, revisit your project definition documents. Do you need to change anything in light of what you have found? Who needs to be made aware of the changes?

Writing a ‘one-sentence challenge’ – a simple and clear overview of what your need to do and how you need to do it – will help you in the next step in the service design process: co-creation.

Reframing Project Definition

Name of organisation: *Kidderley College*

Project title: *Increase participation of learning in adults*

Pressing needs / barriers / opportunities: *Based on user research analysis*

Vision: What will success look like?
Increase 25%+ in 3 areas defined

Objectives: What are you aiming to achieve?
*Motivate learners to engage
Offer to include - what underpins work
Diversify outcomes*

Scope: What is included within the project and what is not? Consider a scope which is realistic in light of the length of the programme and capacity of your team.
*To deliver within time limit - end of July
To target 3 areas
To deliver within budget*

Project team: Who cares about the objectives? Who is connected to the right people? Who has the expertise?

Stakeholders: Who does this project affect? Who should be informed/consulted? Who is the target audience?

One sentence challenge:
Engage and promote adult learning course to increase capacity with practical adult learners to change lives and create opportunities

SMART goal (Specific, Measurable, Attainable, Realistic, Timely):
Engage and promote adult learning course to increase capacity with practical adult learners to change lives and create opportunities

Project Definition

Name of Organisation: _____ SMART goal (Specific, Measurable, Attainable, Realistic, Timely)

Project Title: _____

Vision: What will success look like?
Version 1: _____
Version 2: _____
Version 3: _____
Version 4: _____
Version 5: _____

Objectives: What are you aiming to achieve?
Version 1: _____
Version 2: _____
Version 3: _____
Version 4: _____
Version 5: _____

Scope: What is included within the project and what is not? Consider a scope which is realistic in light of the length of the programme and capacity of your team.

Project team: Who cares about the objectives? Who is connected to the right people? Who has the expertise?

Stakeholders: Who does this project affect? Who should be informed/consulted? Who is the target audience?

4/ Co-create ideas



Co-creation is:

“the act of involving customers and/or stakeholders in the innovation, marketing or value creation processes of private or public organizations... [it is] an efficient and relevant way to source fresh ideas for developing new products or creating more engaging and authentic communication¹ .”

Work with service users and other stakeholders not only to inform them of changes, or consult them on their opinions. Involve them in your thinking to develop and test ideas is an effective way. This ensures you are introducing measures that fit their needs and have their buy-in. It is also likely to produce a wide range of new and innovative ideas that would have not been in your field of vision initially.

¹ Co-Creation Association

Bring together a diverse group of the people associated with your project. Use your project definition sheet to brief them on your challenge, then collaborate together to generate as many ideas as possible to address your challenge – your one-sentence challenge will help simplify the task at hand so everyone understands what needs to be achieved.

Think about how you can relax them and stimulate their creativity – consider using props and a range of media to explain ideas.

Co-design etiquette

No idea is a bad idea

Two heads or more are better than one

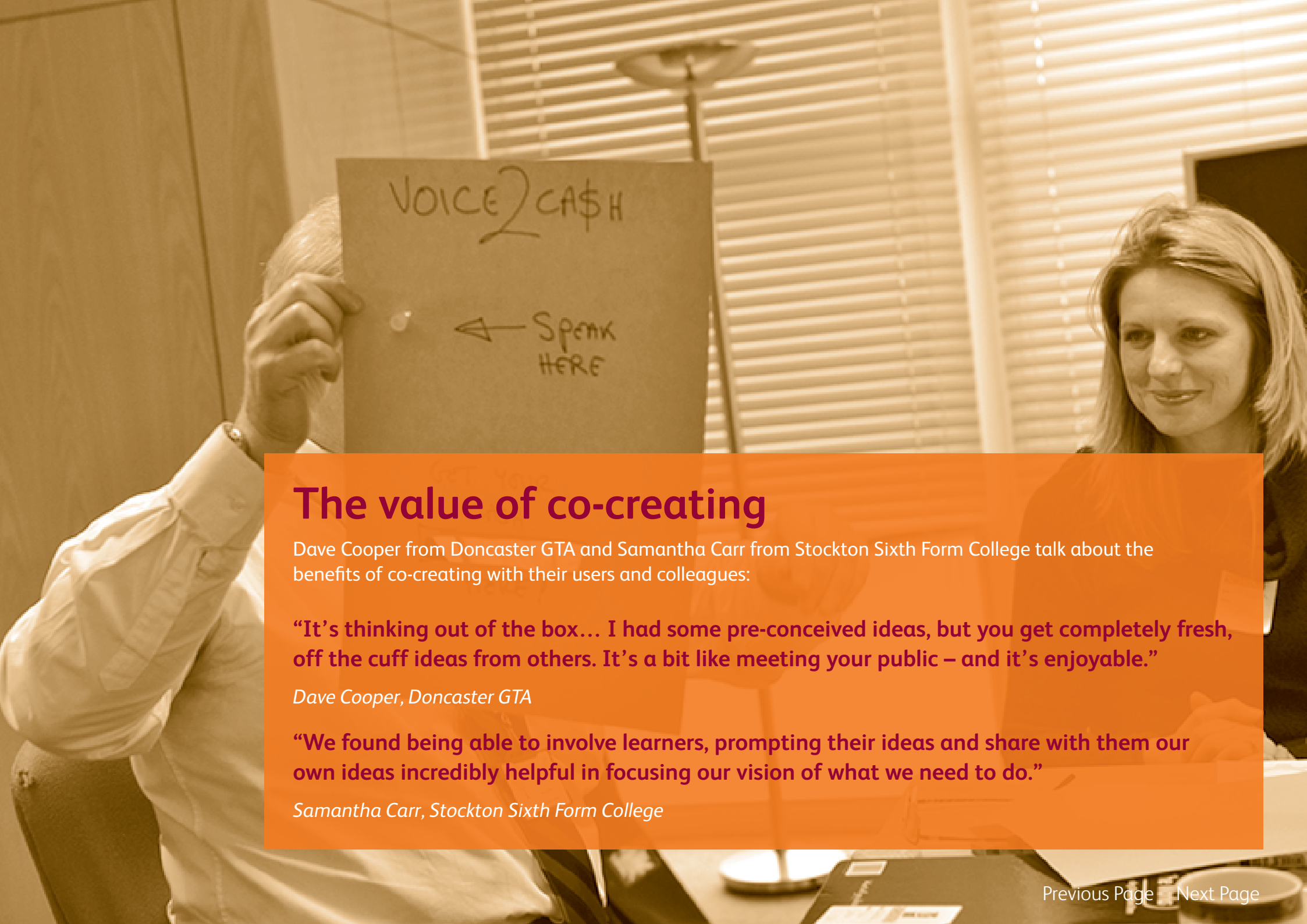
Document everything

Play, doodle, draw: express your ideas visually

Everyone is an expert, so listen to their ideas

Have fun!



A man in a white shirt is holding a cardboard sign. The sign has 'VOICE 2 CASH' written at the top and 'SPEAK HERE' with an arrow pointing to a small hole in the middle. A woman is visible in the background, smiling.

VOICE 2 CASH

← SPEAK
HERE

The value of co-creating

Dave Cooper from Doncaster GTA and Samantha Carr from Stockton Sixth Form College talk about the benefits of co-creating with their users and colleagues:

“It’s thinking out of the box... I had some pre-conceived ideas, but you get completely fresh, off the cuff ideas from others. It’s a bit like meeting your public – and it’s enjoyable.”

Dave Cooper, Doncaster GTA

“We found being able to involve learners, prompting their ideas and share with them our own ideas incredibly helpful in focusing our vision of what we need to do.”

Samantha Carr, Stockton Sixth Form College

5/ Try some lateral thinking

Co-creation is likely to have given you a range of promising ideas to improve your service. Applying lateral thinking tools to one or more of those that seem most likely to succeed may enable you to develop them even further, and in unexpected ways. We often develop solutions to problems using linear, step-by-step reasoning. This usually involves changing or adapting different elements of essentially the same model. Lateral thinking is indirect, involving greater and more drastic iterative leaps.

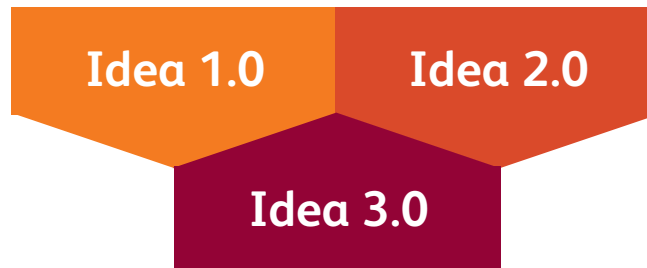
“You cannot dig a new hole by digging the same hole deeper.”

Edward de Bono

linear thinking



lateral thinking



[Click here to download a lateral thinking template](#)

Lateral thinking can go even further when a range of different people are involved, so consider including a lateral thinking exercise in your co-creation sessions:

- ⚙ Select a promising or dominant idea
- ⚙ **Exaggerate it** – what is the biggest, boldest, most ambitious version?
- ⚙ **Reverse it** – how can you re-order the people and elements to achieve an even better result?
- ⚙ **Pitch it** – how would you convince a sceptic that the idea will succeed?
- ⚙ **Refine it** – draw on any new thinking that has emerged to sketch out a workable, achievable solution

6/ Prototype

Prototyping enables you to test and gain user feedback on multiple versions of your ideas quickly and cheaply. Prototyping your ideas at this stage – before large-scale resources are committed to implementing them – will help you to avoid costly pitfalls later. Examples of prototypes can vary, from creating a paper version of a digital service (such as an app or a website) to creating a small-scale physical model of how a new service works and walking through it using role play (such as a new reception service).

Why prototype?

- ⚙ It encourages feedback from users and stakeholders, reducing the risk that you will become too committed to an idea that may not succeed
- ⚙ Prototypes can be tested where they would be implemented, enabling you to gather realistic user responses
- ⚙ Users who test them will do a lot of the thinking and decision making for you
- ⚙ Make cheap mistakes now rather than expensive disasters later
- ⚙ Anyone can do it with whatever materials are available

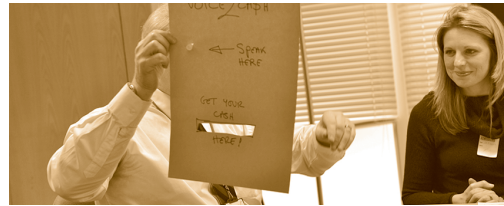


6/ Prototyping Methods



a/ Storyboarding

Sketch out the stages involved in using your idea using pictures and text over a number of frames, as in a comic strip. Storyboards will help you visualise how service users will interact with your idea, and are useful for gaining feedback on a wide range of details associated with it.



b/ 3D modelling

Construct a model of your idea using clay, paper or card that can be used in a way that is close to what is intended. It is a useful way of imagining and testing tangible products.



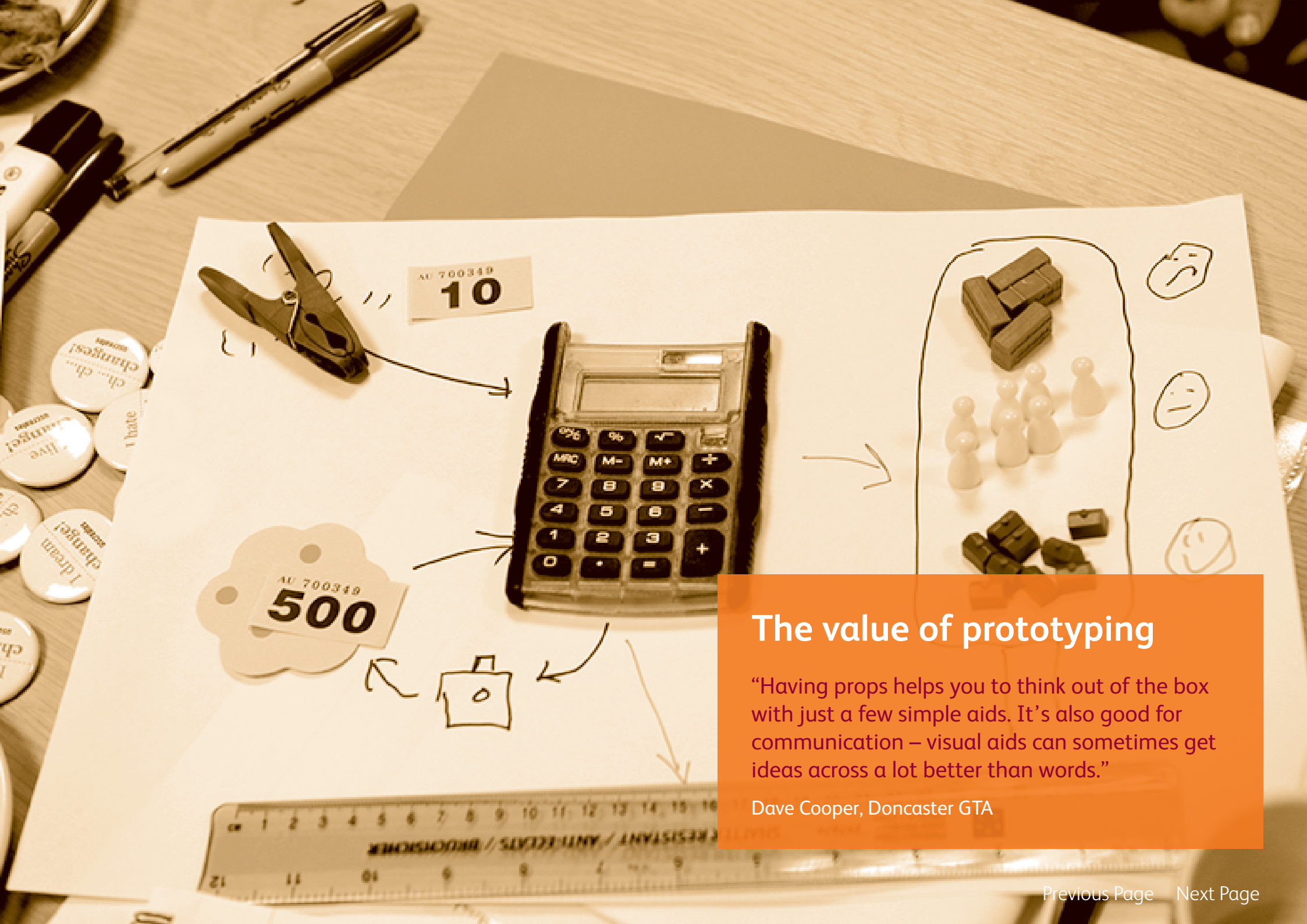
c/ Role play

Set up a realistic scenario of your idea and act it out. Role playing helps you to understand your idea in relation to different types of service users. For example someone could adopt the role of the receptionist and another the learner.



d/ Role play and 3D modelling

Combine the two, using 3D models as props. This helps you to see how your ideas may work for different types of users.



The value of prototyping

“Having props helps you to think out of the box with just a few simple aids. It’s also good for communication – visual aids can sometimes get ideas across a lot better than words.”

Dave Cooper, Doncaster GTA





7/ Service Blueprint



[Click here to download a service blueprint template](#)

Service blueprinting is also one way of prototyping a service before you go into the implementation phase. A service blueprint is a detailed plan of the different touchpoints that make up your service across the entire user journey. In this way, it enables you to prototype how your service operates at each stage in the user journey.

Service Blueprint benefits:

-  It provides a precise, clear and objective definition of your service that clarifies resources and roles
-  It aids communication between stakeholders
-  It enables you to pre-empt and address a range of potential problems
-  It helps you to identify and fill and weaknesses or gaps in your proposed offer

Name of organisation Stockton Sixth form College

Service blueprint

Prototype how your service operates at each level of the user journey, and both onstage and backstage

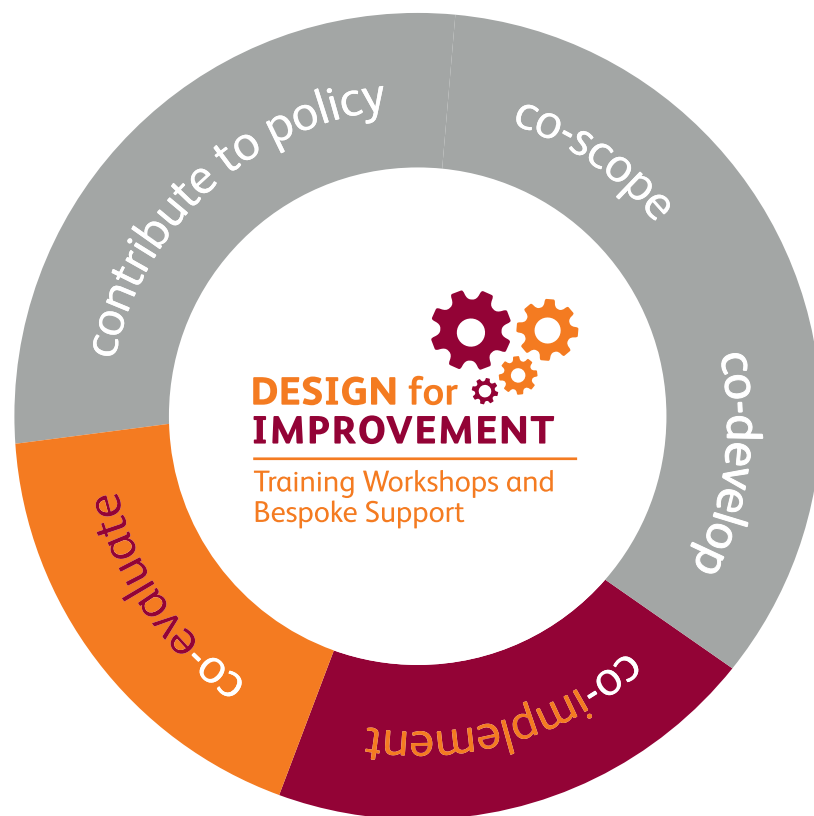
	Aware how to users become aware of your service?	Join how do users join your service? how are you motivating them?	Use how do users engage with your service?	Develop how does the service develop a relationship with users? how do they help the service develop?	Exit / Continue how do users exit the service? how are they encourage to continue? how can they bring new users?
Ideal scenario outline a step-by-step story of an ideal scenario where a user is engaging with your service	through school / college contact	visibility in school online / soc. med opt in using pros	advice from students = ambassador for college	mentored to become the mentor → shared experiences alumni story	enrolling@college, recommending to Y10, part of process in college as mentor
Onstage touchpoints					
Face to face	friends / teachers pass on msg	current students / interview	Students on site		enrolling
Web	website promo / social media	subscribe online / social media	social media follow-up	encourage applications	
Print	leaflets / posters in school	→ prospectus? opt-in			
Mobile	text	→ response, text yes to ...			
Call centre					

Typically, a service blueprint addresses both 'onstage' and 'backstage' elements. Onstage elements involve user engagement, and include face-to-face, print, web and call centre communications. Backstage elements are the systems that must be put in place to enable the onstage elements to function. They include staffing, IT, marketing, logistics and procurement.

Service Blueprint Example

Ideal Scenario How do users become aware of your service?	Aware How do users become aware of your service	Join How do users join your service? How are you motivating them?	Use How do users engage with your service?	Develop How does the service develop a relationship with users ? How do they help the service develop?	Exit/continue How do users exit the service? How are they encouraged to continue? How can they bring new users?
Face-to-face	Open events/ recruitment registrations	Complete initial assessment/ screening for an apprenticeship	Tutor workshop delivery/ guest speakers and handouts		Following the course Apprenticeship Advisors meet with prospective apprentices to review progress and actively look for jobs
Web	Advertise online via employability training section/ Apprenticeship pages	Downloadable apprenticeship application forms and contact information	Resources available online, and internet research on companies as part of the course		
Print	Promote and print flyer to give to the target group				
Mobile	Possibly contact existing students to promote later on. N/A for pilot				
Call centre	Contact candidates where we have engaged with prospective apprentices on our books to offer this provision as first point of call				
Post	Mailout to students who have completed a course with us who might be interested				
Email	Send out to job centre and connections centres contacts promoting service for young people who are interested				
Backstage	Marketing department to help support these activities in regards to leaflet and updating the web	Book in slots for assessment and contact candidates by telephone to book in	Assign tutor and put together training course/ proposed provision and invite professionals to participate where possible	Arrange for tutor to complete evaluation of training course pilot and analyse findings to make improvements to delivery mode.	Apprenticeship advisors to work with candidates to put forward for job and outcomes to be tracked of their destinations

Next steps in your service design process



Co - Implement

By now, you will have a number of promising ideas that you could implement to improve your services. Before you do this, make sure you test a number of different prototypes and capture the findings. When implementing it is important that everyone involved in the process is aware of the implementation plan, their roles and responsibilities, and the timescales.

Co - Evaluate

Ensure you have a framework in place to monitor success and recording the findings for evaluation. Doing this will help you to learn from any issues and challenges that you encounter during implementation, and feed this learning into future iterations. Your organisation may already have processes for monitoring and evaluation in place. Ensure that you capture both quantitative and qualitative data from your learners. The quantitative data will help you understand what worked well and what didn't, but the qualitative data will reveal why and why not. The Design for Improvement process encourages you to align your evaluation framework with the SMART goals you set out initially. Have you achieved the desired goals? What has the process taught you about future improvements?

Commissioned by LSIS, produced by Uscreates www.uscreates.com

Further Education providers top tips

Participants in the Design for Improvement programme share their top tips for using a service design approach.

“Take a bit of a risk. Don’t get hung up on the obstacles - just do it. This will allow you to build on it.”

Kris George, Stockton Sixth Form College

“Have an open mind, fresh eyes, a neutral mind set, and a blank canvas. And be prepared to be innovative.”

Samantha Hockney, Stockton Sixth Form College

“Approach challenges with an open mind and get rid of your pre-conceived ideas.”

Dave Cooper, Doncaster GTA

“Go where your learners are and use the communications channels they use.”

Katie McAllister, Peterborough Regional College

“Don’t assume that just because you have a process already, it can’t be improved”

Chris Hooper, Kirklees College

Tool Template Library

Download all the Design for Improvement templates here:

Co-Scope Documents

S1.0 Action plan template



S2.0 Project definition template



S3.0 Persona template



S4.0 User research template



S5.0 Discussion guide template



S6.0 Ethical hotspots mapping template



Co-Develop Documents

D1.0 Action plan template



D2.0 Behavioural segmentation template



D3.0 User journey mapping template



D4.0 Benefits and barriers template



D5.0 Stakeholder analysis template



D6.0 Co-creation ideas template



D7.0 Lateral thinking template



D8.0 Service blueprint template



You can also visit: www.designforimprovement.wordpress.com for links to additional service design resources

Library



This library includes links and references to resources that the Design for Improvement programme is based on. These various resources offer rich guidance and inspiration on how user-centered design can be used to improve services and communities. You can visit the resource by clicking on its thumbnail below.

Design Council Methods

<http://www.designcouncil.org.uk/about-design/How-designers-work/Design-methods/>



Designing with People

<http://designingwithpeople.rca.ac.uk/>



IDEO Method Cards

<http://www.ideo.com/work/method-cards/>



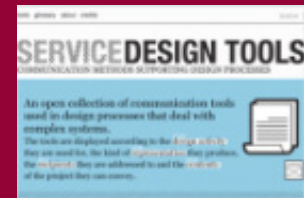
Service Design Network

<http://www.service-design-network.org/>



Service Design Tools

<http://www.servicedesigntools.org/>



SILK Method Deck

<http://socialinnovation.typepad.com/silk/silk-method-deck.html>



The EBD approach

http://www.institute.nhs.uk/quality_and_value/experienced_based_design/the_ebd_approach_%28experience_based_design%29.html



This is Service Design Thinking

<http://thisisservicedesignthinking.com/>



Open IDEO

<http://www.openideo.com/>



HCD CONNECT

<http://www.hcdconnect.org/>

