

**MA Service Design
Programme Specification 2021/22**

Awarding Body	University of the Arts London
College	London College of Communication
School	Design
Programme	Interaction Design and Visual Communications (L039)
FHEQ Level	Level 7 Masters
Course Credits	180
Mode	Full Time
Duration of Course	1 year
Valid From	September 1st 2021
Course Entry Requirements	<p>MA Service Design welcomes applicants from a broad range of backgrounds, from all over the world. Applicants may have an Honours degree in a field relevant to design or may have other, equivalent qualifications.</p> <p>The course also welcomes students with good degrees from social science, business and other backgrounds, those who have previously worked in the industry, or those with relevant experience in non-traditional backgrounds, as well as those already within employment.</p> <p>Your educational level may be demonstrated by:</p> <ul style="list-style-type: none"> • Honours degree (named above); • Possession of equivalent qualifications; • Prior experiential learning, the outcome of which can be demonstrated to be equivalent to formal qualifications otherwise required; • Or a combination of formal qualifications and experiential learning which, taken together, can be demonstrated to be equivalent to formal qualifications otherwise required. <p>APEL (Accreditation of Prior Learning)</p> <p>Applicants who do not meet these course entry requirements may still be considered in exceptional cases. The course team will consider each application that</p>

	<p>demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:</p> <ul style="list-style-type: none"> • Related academic or work experience • The quality of the personal statement • A strong academic or other professional reference • OR a combination of these factors <p>Each application will be considered on its own merit but we cannot guarantee an offer in each case.</p> <p>Language requirements</p> <p>All classes are conducted in English. If English is not your first language, we strongly recommend you let us know your English language test score in your application. If you have booked a test or are awaiting your results, please indicate this in your application. When asked to upload a CV as part of your application, please include any information about your English test score.</p> <ul style="list-style-type: none"> • IELTS 6.5 (or equivalent) is required, with a minimum of 6.0 in each of the four skills. • If your first language is not English, you can check you have achieved the correct IELTS level in English on the Language Requirements page. <p>For further details regarding international admissions and advice please visit the International Applications page.</p>
Selection Criteria	<p>The MA Service Design team is looking for open-minded applicants from a broad spectrum of backgrounds from across the world.</p> <p>All applications will be considered by the course team who will decide on your suitability to join the course. They will look at your qualifications and transcript (or projected results), your personal statement, portfolio, major project proposal, and any previous work experience</p> <p>Academic or professional references are not required for</p>

this course.

Offers will be made based on the following selection criteria:

- You understand the field of service design, or similar areas such as experience design or innovation.
- You are open-minded and motivated to explore service design at a high level, and enthusiastic for the subject.
- You are willing to work across disciplines and professional boundaries, and in mixed teams, to explore the future of the subject.
- You are ready to study at postgraduate level and to engage critically with your work and the work and research of others.
- You demonstrate skills in one or more of the following areas: design (any design field), research (in particular user research or other research with people), project management, innovation, social entrepreneurship, or other relevant field.

Personal Statement (300-500 words)

Your personal statement should give us information about yourself and why you want to join the course.

You can use the following questions as a guide: What are you doing at the moment educationally, professionally and personally? Why do you want to study MA Service Design? Why do you think you are a suitable candidate? What previous experiences could you describe, that would meet the Selection Criteria above?

CV

Please provide a CV detailing your education and qualifications and any relevant work or voluntary experience. If English is not your first language it is important that you also include in your CV details of your

most recent English language test score (if available).

Portfolio (Maximum 6 projects)

All applicants will be expected to submit a digital portfolio. This should include a maximum of six projects and supporting materials showing your process. These should be clearly annotated and organised.

If you are applying with work experience in design, you can include projects you worked on as part of your employment as well as speculative projects or student projects. Where relevant, please annotate the portfolio items with a description of your role within the project or team.

If you are applying directly from a BA course without experience of professional practice you must be able to demonstrate a good knowledge of design practice, supported by a good degree and portfolio work. Demonstrating some engagement with professional experiences, for example through internships, freelance work, voluntary work or participation in outside activities such as service jams, would be to your advantage.

For those applying from non-design backgrounds, your portfolio could include professional projects, or research based around a relevant topic, as well as any professional engagement with multidisciplinary projects. Where relevant, please annotate the portfolio items with a descriptions of your role within the project or research team.

Speculative projects related to service design or other relevant design fields are also great to include in the portfolio, including projects you may have initiated yourself, or worked on as part of a short courses or events (Global Service Jam, OpenIDEO, are good places to get some hands-on service design experience).

In all instances, enthusiasm for the subject is paramount.

Major Project Proposal (maximum 1000 words)

All applicants will be expected to outline a proposal for a possible Major Project in their application (you will not have to use this as your major project on the course, it is just an exercise).

The Major Project Proposal should describe your area of interest, field of study and the particular focus of your intended work and should include a rationale to show why this is a valuable service design project for you to undertake. The proposal should include an overview of the methodology, how you intend to go about producing the project, and an indication of what the outcomes could possibly be (but not a fully developed outcome).

We want to know that you are passionate about a project, able to identify a suitable project topic, and can put together a plan for how you would go about working on this project.

You can (but don't have to) use the following headings for guidance:

- Project Summary
- Research Question (What do you want to find out)
- Research Background, Field of Study, Context
- Rationale (why is this a valuable project in this discipline)
- Project Stakeholders (who is affected by the project)
- Proposed Approaches, Methods and Methodologies (how you would carry out this project and why you think this is appropriate)
- Possible Outcomes of the Project (not a fully developed outcome, just an indication of what the outcome might be)
- References and Bibliography (only a few key ones)

	<p>Application Advice</p> <p>If you require more advice on your application, please email the course leader or any of the lecturers.</p> <p>Interview Advice</p> <p>For some students the material submitted in the application is enough for the course team to make a decision, without interviewing.</p> <p>When the course team requires a more in-depth conversation, applicants are interviewed by the course team before a place can be offered.</p> <ul style="list-style-type: none"> • Interviews will take place in person at LCC for local students, or via Skype/telephone for those who live farther away.
<p>Scheduled Learning and Teaching</p>	<p>During your course you will engage with learning and teaching that includes both online and face-to-face modes. The advertised scheduled activity for the course will be delivered through a combination of live, synchronous and asynchronous on-line learning. Scheduled learning and teaching activity may include lectures, seminars, studio and workshop briefings, tutorials, external visits and project briefings.</p>

Awards and Percentage of Scheduled Learning Year 1

Percentage of Scheduled Learning	20
Awards	Credits
Postgraduate Certificate (Exit Only)	60
Postgraduate Diploma (Exit Only)	120
Master of Arts	180

Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	Acquire a critical, analytical, and comprehensive knowledge and understanding of the historical, theoretical, social, business and professional contexts in which Service Design is situated.
Aim	Become a reflective practitioner that understands how to learn through doing and through applying theory to real world situations.
Aim	Become fluent in communicating complex projects to a wide and diverse audience through design means such as prototypes, graphics, reports, videos, etc.
Aim	Become fluent in applying different ways of working to different organisational contexts.
Aim	Gain a critical perspective about the impact of new technologies, looking at them from a human-centred point of view, as well as a societal and ecological point of view.
Aim	Critically understand how innovation processes work, and what impact they have on diverse social organisations and ecosystems.
Aim	Critically understand how service design, as well as other methodologies (research through design, speculative service design and futures approaches) can be used in multidisciplinary projects, such as science or policy, to impact project outcomes and possible futures.
Aim	Ethically interrogate the context of the service design project, the methods used in the process and the outcomes of the project.
Aim	Analyse the context of the project and the impact of proposed project outcomes from a global, organisational, political, local and individual perspective.
Aim	Understand and critically engage with how participatory design practices can be used to represent the different voices in service design projects, and understand how the diversity of voices and perspectives included in the project affects the project outcomes.
Aim	Develop strategies to effect change as informed by real and complex challenges and needs.
Outcome	Critically apply design research methods to Service Design problem

	definition and resolution within a private, public or third sector context. Understand the social, cultural, political and economic context of projects. (Enquiry)
Outcome	Demonstrate a comprehensive understanding of the appropriate use of Service Design tools for formulating concepts and ideas and delivering and evaluating the design of a service system. (Knowledge)
Outcome	Apply a broad range of design research methods and analytical strategies to practical and theoretical problems in a range of media and formats (Enquiry)
Outcome	Originate Service Design outcomes through the application of research principles, methodologies and considerations and appropriate application of visualisation techniques, creative problem solving, co-designing, prototyping and evaluation techniques. (Process)
Outcome	Plan Service Design and innovation projects systematically and creatively, acknowledging and critiquing the risks during the project management process and delivery. (Process, Enquiry)
Outcome	Engage in the critical reflection of your own work and peer review through individual work, team working and external collaborations (Process, Enquiry)
Outcome	Propose, research, develop, complete and present a self-directed Service Design project that reflects originality, an understanding of context, critical analysis and evaluation, and academic rigour. The outcomes and applications of the project meet the expectations of the relevant professional contexts. (Realisation, Communication)
Outcome	Apply and analyse the strategic role of prototyping and co-designing within Service Design contexts as a process for project definition and resolution. (Knowledge, Enquiry)

Distinctive Features	
1	We teach through live projects: We focus on collaboration for service design challenges facing the private, public and third sectors. The majority of projects are live and taught with involvement of multiple partners, clients, experts and stakeholders. This process builds the students' professional and leadership skills, and gives students an experience of working on real challenges and researching and co-designing with actual users, developing strategies to effect change.
2	We are committed to ethical practices of design: We work on socially responsive design approaches applied to "wicked problems", for example within healthcare, public services, local government, policy environments or technological developments. We use approaches that go from the micro aspects of individual user needs to the macro aspects of larger systems including humans, organisations, society and ecology.
3	We are at the forefront of new developments in service design: We work in innovative areas such as policy and science, and in collaboration with high profile and industry-leading service design research projects at LCC, UAL and beyond. We build on over a decade of teaching and boundary-pushing research in service design at LCC, and an extensive network of alumni. We apply design approaches to systemic challenges through speculative service design, research through design and design futures approaches.
4	We apply innovation processes: We engage with start-up and social entrepreneurship and use non-linear and agile ways of working. We engage critically with new technologies to identify opportunities for human-centred and socially beneficial applications.
5	We value making and design-based methods throughout the design process: We communicate service design processes and outputs to a wider public through designed artefacts, reports, videos, presentations and exhibitions. We make use of the design knowledge and technical facilities within the Design School and the Interaction Design and Visual Communication programme in our projects.

Course Detail

Service design is a human-centred discipline which focuses on:

- designing services in the public or private sector
- working in a participative, iterative and qualitative manner with all stakeholders
- considering wider systems at play.

By developing and applying service design to a range of societal and business challenges, this course will enable you to work on live projects, collaborate with stakeholders, partners and experts across multiple disciplines, and use design at a strategic level.

This course is structured to guide you through the understanding and practice of service design, starting from current challenges at the local and user scale before progressing through to futures and systems levels.

What can you expect?

- We value making and design-based methods throughout the course. From the very beginning, you'll work collaboratively on projects using research and co-design strategies, evolving from team work in the first terms to developing more individual work towards the end.
- You'll undertake projects that tackle many of the social, corporate and environmental challenges facing the 21st century. You'll develop the confidence to engage with stakeholders, and learn to analyse and apply the results through meaningful interventions.
- You'll end the course by completing a Major Project. Previously, these have ranged widely in terms of subject and geographical location – past examples include redesigning educational systems in India, creating games to facilitate conversations between relatives of transgender people, designing post-acceleration support programmes for technology start-ups, and designing digital services for refugee camp volunteers in Greece.
- Practice and theory are embedded into everything that you'll do: each practice-based project is underpinned by theory, and each theory-based assignment has an element of practice or research-through-design.
- Your lessons will take the form of lectures, practical workshops, tutorial sessions, feedback sessions with experts, presentations and pitches, industry talks, museum visits and technical sessions.
- MA Service Design is aimed at applicants from design disciplines who wish to broaden their understanding of innovation and design as a collaborative, interdisciplinary process. The course is also open to students with backgrounds in social sciences, business and innovation, and other related fields.

Mode of study

MA Service Design is offered in full-time mode and runs for 45 weeks over 15 months, with a break over the summer. You will be expected to commit an average of 40 hours per week to your course, including teaching hours and independent study.

Course Units

In 2019, UAL declared a [Climate Emergency](#). In response, LCC's [Design School](#) set an ambitious Sustainability Action Plan in place to fully embed responsible practices within the curriculum and in everything we do.

As part of this initiative, we've shaped our courses around social and environmental sustainability principles that ensure learning outcomes reflect the urgent need to equip you with the understanding, skills, and values to foster a more sustainable planet. Our aim is to change the way our students think, and to empower you to work towards a sustainable future.

Postgraduate courses run a four-term model, from September through to December for 45 weeks in line with Higher Education term dates and incorporate a formal summer break period with no unit delivery. The Masters course structure has a total of 180 credits, which is broken down into credit-rated units.

Autumn, Term One

User-Centred Project (40 credits)

Ways of Working (20 credits)

Term one will give you a detailed knowledge of core theory and skills in service design, collaboration and team-work, research methods and design innovation. You will be engaged in live projects working in groups and with stakeholders. You will also reflect on your practice and engage with the ethics of your project. You will use the skills and knowledge obtained to articulate design ideas, observations and solutions creatively, as well as demonstrate rigour and critical evaluation in your work. This term has a user focus and projects are based in the present or in the near future.

Spring, Term Two

User-Centred Project (continued)

Design Futures (20 credits)

Collaborative Unit (20 credits)

Term two will give you a critical view of the role of the designer in society. In Collaborative Unit you will work on larger system-level projects in multidisciplinary teams, and you will be able to apply your design thinking strategically to add value in new and challenging

contexts. In Design Futures you will explore experimental methodologies for addressing futures, using speculative design and research-through-design. This term has a systems focus and projects are situated in the future in terms of outcomes or impact.

Summer, Term Three

Design Futures (continued)

Proposal Development (20 credits)

Major Project (60 credits)

Term Three builds on the knowledge and skills you have acquired and you will be encouraged to explore and gain expertise in your own area of interest, and apply this to the creation of an original design research project. You will develop your major project proposal on the basis of extensive research, investigation and a firm methodological approach.

Autumn, Term Four

Major Project (continued)

In Term Four you will continue with the development and production of your Final Major Project, where you will explore the context of the project, engage with stakeholders and run co-design sessions, identify key issues, design innovative services, and test your design outcomes. You will be encouraged to present your project through presentations, exhibitions, and design outputs in a variety of physical and digital media. You will be guided to appropriate research discourses, research methodologies, materials and media through which you can effectively communicate your ideas.

If you are unable to continue or decide to exit the course, there is a possible exit award. A Postgraduate Certificate will be awarded on successful completion of 60 credits, and a Postgraduate Diploma will be awarded on successful completion of the first 120 credits.

Learning and Teaching Methods

- Lectures
- Guest speakers
- Seminars
- Workshops
- Masterclasses
- Feedback sessions with stakeholders and experts
- Group and individual tutorials
- Technical sessions

Assessment Methods

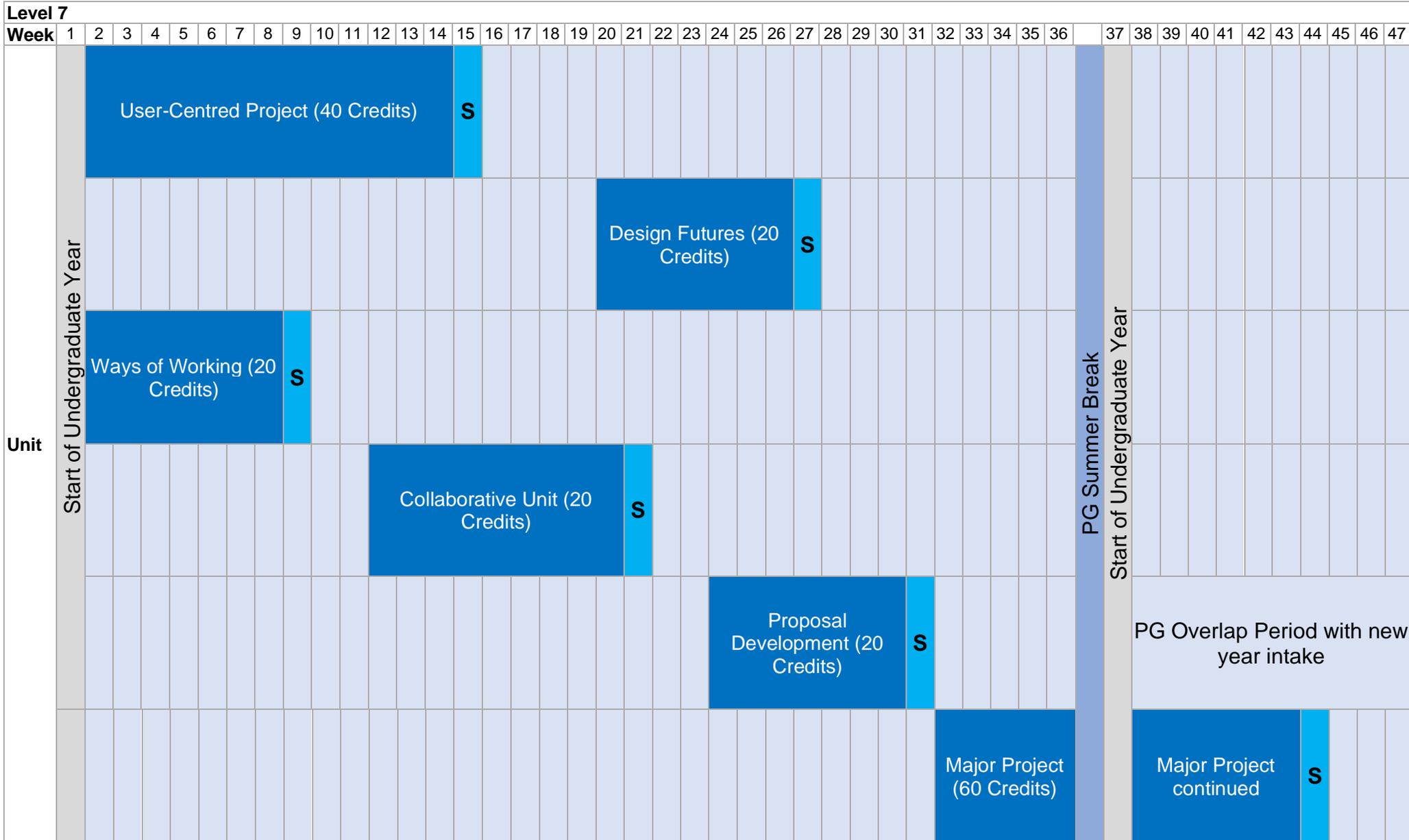
- Practical Projects
- Critical Reports
- Presentations through a range of media
- Writing for reflective practice
- Essay writing
- Research Proposals
- Portfolio of Evidence

Reference Points

The following reference points were used in designing the course:

- - The Learning and Teaching policies of the University of the Arts London
 - The College policies and initiatives
 - Level descriptors
 - Benchmark statements
- Assessment: The learning outcomes for taught postgraduate courses can be consulted here: https://www.arts.ac.uk/_data/assets/pdf_file/0017/12266/Postgraduate-Marking-Criteria-Matrix-PDF-67KB.pdf

Course Diagram



S = Summative Assessment

The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable

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