

# EMPLOYABILITY SERVICE DESIGN TOOLKIT

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## About the Employability Service Design Toolkit

Below are the essential things you need to know about user-centred design (UCD) for provision delivered under the No One Left Behind approach.

Read this if:

- you're new to the role and want to understand how to apply design methods,
- you want to review the service design methods,
- you've been tasked to deliver a service.

 This document is always being iterated, so please suggest changes to make it better by following the suitable [feedback](#) option.

## Table of contents:

### Introduction

[What is user centred design \(UCD\)?](#)

[What is service design \(SD\)?](#)

[The Double Diamond model](#)

[What are the benefits of service design?](#)

[When to use it?](#)

### Stages

[Awareness stage](#)

[Discovery stage](#)

[Define stage](#)

[Develop stage](#)

[Deliver stage](#)

[Iteration stage](#)

### Templates

 [5 Whys](#)

 [Assumption mapping](#)

 [Problem statement](#)

 [Risk management and due diligence](#)

 [Analyse and synthesise data](#)

 [User groups mapping](#)

 [User groups priority diagram](#)

 [Stakeholder mapping](#)

 ['How Might We' \(HMW\) exercise](#)

 [Affinity mapping](#)

### Resources

[Resources for service design](#)

[Resources for user research](#)

### Next steps

[Feedback](#)

## Introduction

### What is user centred design (UCD)?

User-centred design places the user at the heart of everything we do in the design of our services.

The design process seeks an explicit understanding of users, tasks and environments and requires us to consider the whole user experience. This requires iterative steps.

User-centred design stops us from designing impractical and expensive products that don't meet user needs. By making the design decisions based on evidence, we can make sure we find the right problem to solve before we do something.

User-centred design is a well-defined and documented topic. You may find it referred to as different things in different places; for example:

- human-centred design,
- human-computer interaction,
- user-experience design (UXD),
- user-driven development,
- inclusive design,
- co-design,
- contextual design,
- participatory design.

### What is service design (SD)?

Service design considers the user's needs by thinking about whole problems people face. By changing our thinking process, we are able to build better, consistent and considerate services for the users.

One of the main goals for service design is identifying the problem that is most important for the users. A second, equally important goal is ensuring that what gets made helps solve a whole problem. The service design experience involves multiple users, interactions, channels, contexts, services and processes.

Rather than focusing on getting a single “right” answer, it’s important to have a meaningful discussion. An agreement can be difficult to reach, so service design asks a variety of questions to get insights about the problem space; for example,

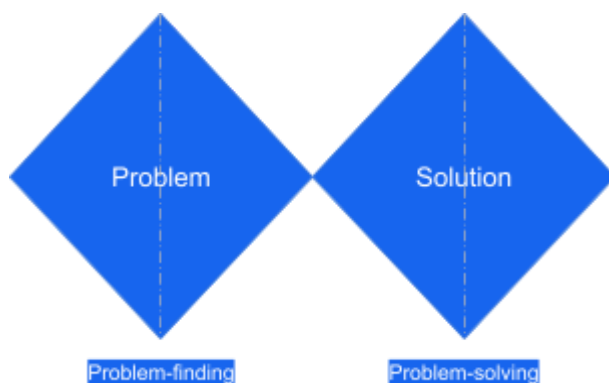
- why is this?
- is this the right thing?
- what is the problem we are trying to solve?
- what are we trying to achieve? What outcomes are we aiming for?
- who are the users and what are they trying to achieve?
- can we do things differently?
- what do you want to learn?

User research is critical to user-centred design. If you do research well then you will better understand the problems your users are experiencing in the real-world. By involving the right people in research, the solution will be adopted and usable by and for your users.

⚠ [The Scottish Approach to Service Design \(SAAtSD\)](#) shares 7 principles that are put in place for supporting and empowering people to actively participate in the definition, design and delivery of their public services (from policy making to live service improvement).

### The Double Diamond model

The double-diamond is a visual model to explain the process of design. The process starts with defining the problem and moves into designing the solution. Both are equally important.




*Fig 1.* Double-Diamond visual of the problem and solution space being consecutive and equal.

The Double Diamond focuses on two high-level stages: problem-finding and

problem-solving. The Scottish approach to service design (SAAtSD) provides further explanation to the double diamond and [what we mean by design](#) and what is [the design process](#).

The Double Diamond describes the approach of design using divergent and convergent thinking. Divergent thinking can be summarised as thinking that helps generate new ideas. Convergent thinking can be summarised as thinking that helps to narrow down and select the best ideas.

 When following the Double Diamond process things may go wrong. You might find yourself repeating steps, or going back to the previous stage. This is part of the flexible approach to design. Because you start with an assumed problem, you will find things out that you didn't know when you started. The things you learn may change your initial plan or you may need to go back in re-framing the problem based on user research insights.

In the first phase, we need to utilise tools and methods that help us discover potential problems and define what our focus should be. Research with users and partners, or other methods of gathering views and opinions can help generate the insight we need in this phase.

The second phase is where the actual design work begins. It's where we use our insights to begin to take action. Prototyping parts of an end to end service can be used here to help us develop and test solutions to problems.

 Before developing a solution, you must understand the problem you are solving.

### What are the benefits of service design?

By embedding service design approaches and methods, services are more likely to meet users' expectations and requirements. Creating ethical designs will respect our users' privacy and create trust in the service. This will increase user satisfaction, improve their quality of life and potentially lower costs incurred by services.

By increasing usability of a service, you are able to improve access rates, achieve positive destinations, and support people experiencing disadvantage in the labour market to enter and stay in work.

## When to use it?


We will all be familiar with addressing a problem, or implementing ideas, solutions or policy changes. Service design will support the process by shifting the thinking from building a service, to doing the right things for the users.

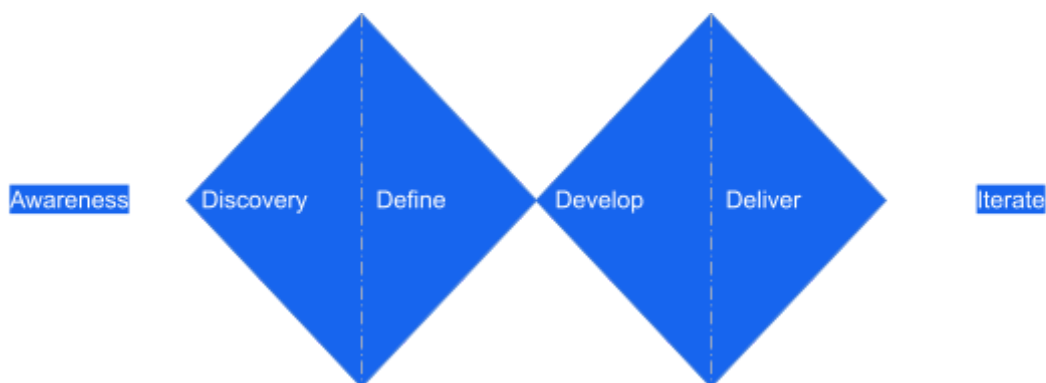
Usually a service is not provided fully by one department; for example, getting a prescription involves visiting a GP practice for a diagnosis and picking up the treatment from a local pharmacy. The processes in place support the design of the end-to-end journey for what an user is trying to do.

Service Design approaches can be used to design end-to-end services for users on a large scale, or used to design smaller interactions within single organisations. The scale of the solution will be determined by the scale of the problems identified during the Discovery and Define phases. You can find out more about these stages below.

## 1. Stages

When considering the service design process, there are stages that most of us will go through. These can be helpful for thinking about how we implement service design, and what activity is necessary. The process displayed in Fig 2. builds on the Double Diamond, but it should be seen as flexible. You may find yourself going back and forth to get clarity on something or validate assumptions that have been made. This highlights an iterative process.

 In December 2021, the [Employability Service Standards](#) were published to support those delivering employability services in Scotland.



*Fig 2.* Visual of the Double Diamond process including an initial awareness stage and concluding with an iteration stage.

## Awareness stage





### What is it

The awareness stage can also be referred to as the [Pre-discovery phase](#). In the awareness phase, you plan for the service by understanding the policy, deadlines, and possible constraints before starting the double-diamond process.

As part of this phase, it can also be helpful to consider the skills you have in your organisation, and what may be necessary to support your work. There are resources available that will help with learning about the [roles and skills necessary for a service team](#).

Early understanding of the scope, risks, and available skills in the team can reduce the delivery time, highlight gaps and risks.

### How to do it

- Read the documentation provided; for example:
  - [No One Left Behind - Policy \(employabilityinscotland.com\)](#),
  - [Employability Customer Charter publication \(employabilityinscotland.com\)](#),
  - [Employability Service Standards publication \(employabilityinscotland.com\)](#),
  - [The Scottish Approach to Service Design \(SAatSD\) \(gov.scot\)](#).
- Get a team together
  - [What each role does in a service team \(gov.uk\)](#),
  - Have a chat with other people doing the role.
- Write down what you consider the current problem to be
  -  [5 Whys](#),
  -  [Assumption mapping](#),
  -  [Problem statement](#).
- Write down the possible risks, constraints and outcomes for the service
  -  [Risk management and due diligence](#).
- Learn how to talk to users; for example,



- [User research for government services: an introduction \(gov.uk\)](#),
- [So, you're going to be a user researcher: top tips to get you going - User research in government \(blog.gov.uk\)](#).

⚠ There is a comprehensive list of articles from [GOV.UK Service manual](#) covering insights regarding user research and how to talk to users, from planning a user research session to considering ethics and emotionally sensitive subjects.

You can find recommendations under [Resources for user research](#). It's important to learn from other organisations or departments, so that you can further validate assumptions, share transferable knowledge and skills.

- [Identify different user research methods](#).
- Talk about what success looks like and plan a timeline.

⚠ [No One Left Behind - Shared Measurement Framework Key Questions Paper \(employabilityinscotland.com\)](#) aims to create a coherent approach to measurement across employability support, and is one of the key deliverables required in order to fully realise the principles of No One Left Behind.

- Consider if you are the best person to lead this work in your organisation. If not, find the person who is.




## Discovery stage


### What is it

In the Discovery phase, you get familiarised with the service. The main goal of this stage is to understand more about your users and hear directly about their experiences and problems. To understand the real problem, you might have to work on exploring and defining the problem space.

You can learn more about user research by checking the [resources](#) available.

### How to do it

- Write down who the users are
  -  [Analyse and synthesise data](#),
  -  [User groups mapping](#),
  -  [User groups priority diagram](#).

- Write down that the users are trying to achieve
  - [User research in discovery \(gov.uk\)](#),
  - Create [a service map \(blog.gov.uk\)](#) or learn [how Ministry of Justice maps services \(mojdigital.blog.gov.uk\)](#).
- Write down who the stakeholders are
  -  [Stakeholder mapping](#).
- Plan how you'll be interacting with users
  - [Plan user research for your service \(gov.uk\)](#).
- Plan ways to protect the users during research; for example, ethical research, GDPR, confidentiality, consent forms, storing data and anonymisation. Resources available under [User research considerations](#).

## Define stage

### What is it

The Define stage is where the problems identified in the Discovery stage are narrowed down through analysis and discussion.

You will begin to identify what it is we need to address to improve outcomes for users, where there may be hidden opportunities, and what it is we should definitely **not** do.

There are similar services facing similar problems or trying to achieve the same goals. It's important to learn from other services and bring back findings and lessons learned that can be used in the service.

### How to do it

- Find and re-use work done by other services/departments,
- Write down what are the user needs and why they are important (document and prioritise)
  - [User Need Statements \(nngroup.com\)](#),
  - [User needs - Content design: planning, writing and managing content \(gov.uk\)](#).
- Write down the entry and exit point of the service
  - [Journey mapping \(nngroup.com\)](#),

- [Service mapping \(blog.gov.uk\)](https://blog.gov.uk),
- Create a [service blueprint \(nngroup.com\)](https://nngroup.com).

- Make a plan for the communication channels and how they can enable journeys that work for all the users; for example, creating both online and offline journeys.




## Develop stage


### What is it

The Develop stage is associated with generating solutions for the defined problem. The team will be able to ideate and plan different solutions for the chosen problem. This results in a number of iterations. New ideas and perspectives can emerge by collaborating within the team.

Service design shares insights to inform the decision making process. User journeys can highlight further considerations regarding user behaviours, channels and touchpoints. Service design methods provide a joined up vision for the service by including the findings.

### How to do it

- Have a health check of the project/service - consider how can you get feedback (e.g. end of service survey, phone calls, letters),
- Find and collaborate with other departments, services,
- Ideate or brainstorming solutions for your service
  -  [‘How Might We’ exercise](#),
  -  [Affinity mapping](#).
- Create initial solutions
  -  [Making prototypes \(gov.uk\)](https://gov.uk),
  - Familiarise with branding, patterns, service manual guidelines.

 Your department may have its own patterns, templates, learning tools and frameworks to follow; for example, [Resources and tools \(design-system.service.gov.uk\)](https://resourcesandtools.design-system.service.gov.uk), [Digital Scotland Design System \(Digital Scotland Design System\)](https://digital.scotland.gov.uk) or [NHS Identity Guidelines \(england.nhs.uk\)](https://nhs.uk).

- Design for online and offline solutions/channels.

## Deliver stage

### **What is it**

The final stage of the Double Diamond is where ideas and solutions we've developed become a reality. A common approach here is to prototype products and service elements - these can be as simple or as complex as required, but you should not be put off on grounds of complexity. By prototyping possible solutions you'll be testing assumptions with users to get early validation.

### **How to do it**

- Develop your prototype.
- Share or present updates in and outside of your organisation.
- Check solutions for accessibility; for example, [getting an accessibility audit \(gov.uk\)](#).
- Test prototype and assumptions with users.
- Iterate the design solution; for example the prototype.
- Decide what idea to take forward; for example, what prototype to continue to iterate and validate.

## Iteration stage

### **What is it**

Iteration is something that can happen at any stage of the design process. For example, you might iterate prototypes as you move through the design stage. With each iteration, the service will get further validation from different perspectives. You can validate the service by refining and re-evaluating. This is also a good time to evaluate existing design decisions, propose improvements and find things that you need and can adopt.

The design process is a cycle and aligns with the wider continuous improvement agenda in public services. Design requires continuous iterations that can help shape the service. This toolkit is consistent with our commitment to continuous improvement, and the tools and methods set out here should be used to drive elements of your improvement activity.

## How to do it

- Continue to iterate the service by updating the work done previously.
- Continue to talk to users and check the success.
- Keep up-to-date with the legal, policy, advice, or rules.
- Complete the design maturity assessment; for example, the [Maturity assessment matrix \(www.gov.scot\)](#).
- Share findings and insights about your service with others.


## 2. Templates

In the [Templates](#) section, we'll discuss diverse methods that should be considered at each stage of the service. By following the templates, you'll be able to gain insights that will support the design and decision-making process for the service. The templates should be shaped based on your audience and the service aim.

### 5 Whys

#### What is it

The 5 'Whys' helps identify the cause rather than the symptoms. By looking at the root cause you'll be able to identify the issue that led to the problem, allowing you to design solutions that have a greater impact for the users. The process involves defining the initial problem and asking 'why?' until you find the root cause.

 Be aware on how many 'whys' you are asking. You may end up with impossible asks or non-related problems. Sometimes you may find out that there is more than one root cause to a problem; for example, finance, environment, education, location, race can all be root causes hidden by symptoms.

#### How to do it

This questioning technique doesn't limit the process to just five questions. You can use as many questions as necessary to get to the core of the problem. [New Zealand Digital Government department](#) mentions a variety of questions to get further understanding; for example:

- Why is that an issue?
- Why does that happen?

- Why does that matter?
- What do you think is the cause?
- What's the consequence of that?

## Examples

*Initial problem statement:* I can't find a new job.

*Why?* I don't have the time to find a new job.

*Why?* I don't have an updated CV.

*Why?* I don't think I have the relevant skills to apply for jobs.

*Root-reason:* I don't have the confidence because I've been out of work for a while.

or

*Sub-reason 1:* I am lacking specific education or training.

*Sub-reason 2:* I don't have access to the Internet or a laptop.

*Sub-reason 3:* I don't have the confidence because I've been out of work for a while.

## Assumption mapping

### What is it

The assumptions mapping process gives a space to share the riskiest assumptions with the project team. By mapping the assumptions you can collaboratively rate them against the risk levels versus how tangible they are to be validated. You can start by answering the following questions:

- Who are our users?
- Why do we think the service or parts of the service doesn't currently work? For example, why are people left behind, or why do we think people are not working?
- What do we think are the pain points for users?
- What do we think people enjoy about the current process/policy?
- What can we do to improve the service?
- What can be the unintended consequences if we change the current service?
- What do we need for the service to work?
- Why do we think the service won't work?

### How to do it

- Organise and book session.

- Ask participants to write all the assumptions.

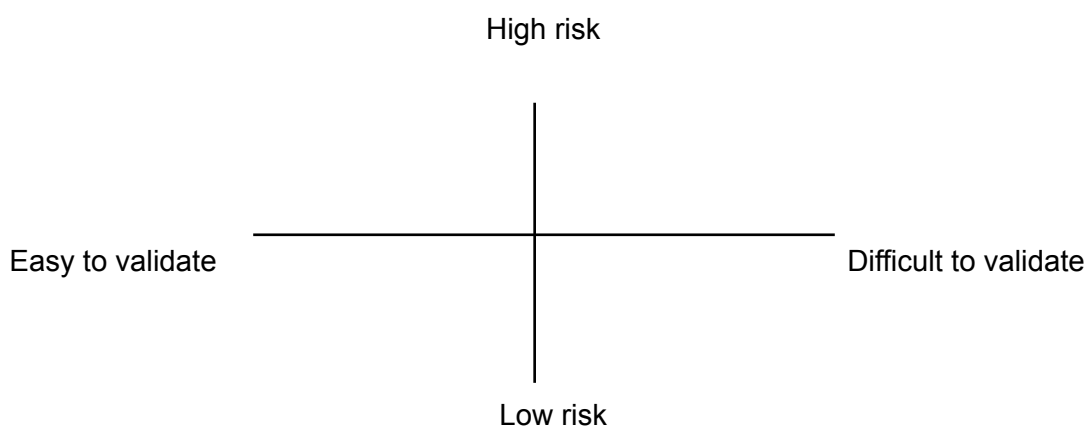
⚠ Writing each assumption on an individual post-it note will better facilitate the session and support in the grouping process.

- Ask participants to further explain assumptions if necessary.
- Collect assumptions in one place.
- Group assumptions if necessary.
- Decide where each assumption should be placed.
- Create hypotheses that you can take forward and validate them with users and stakeholders.

### Examples

Let's imagine that your team decides that access rates to your service could be improved by offering video call appointments. Your high-level assumption is that 'users have access to smartphones or another device' and 'users will use that device to engage with your service'.

Both assumptions can be considered risky and easy to validate. They can be validated by running qualitative methods interviews or quantitative research methods; for example surveys, or using available data on digital access.




*Fig 3.* Four quadrant risk-validate matrix. The Y axis determines the level of risk from highest on the top to lowest on the bottom. The X axis determines how easy (left side) or difficult (right side) it is to validate the assumption.

## Problem statement

### What is it

The problem statement process helps define the scope of the service. Problem statements should be based on the user needs and desired policy outcomes. The problem statement will highlight negative points of the current service and explain why it is important that this is addressed. It's used as a communication method for getting agreement about the scope of the service and building shared understanding of the problem. This will help decide what problems the service will and won't tackle.

 A problem statement can be refined further during the process. The better the problem is defined, the better the outcomes.

### How to do it

- Start with the initial problem.
- Check data, available evidence and other information on user needs for common themes.
- Use the '5 Whys' methods to identify the root-cause.
- Write the problem statement as a question.
- Reframe the problem. Make sure the problems include the user's perspective and focus on existing problems.
- Check the problem statement for clarity and precision.

### Examples

*Initial problem statement:* People can't find a new job

*Question:* Why can't people find a new job? What are the problems in finding a new job? How can we make the searching for a job process easier and faster?

*Initial problem statement 2:* 'Let's build a website to display all the jobs available' is a solution rather than a problem. Solutions are referred to as tangible, visual and easy to talk about. On the other hand, a problem can often be solved by a variety of solutions based on the user's needs.


## Risk management and due diligence

### What is it

Risk management and due diligence is an important part of identifying and mitigating risk as you prepare to undertake service design activity. Some of this may be



contained in organisational risk registers, but this activity can help highlight risks related to design work.

 The risk management and due diligence process is ongoing and should be monitored.

### How to do it

- Organise and book session.
- Evaluate the current service status.
- Identify actual/potential risks.
- Discuss the risks and the owner.
- Rate the level of risk; for example, low, medium or high or traffic lights).
- Discuss steps taken to mitigate risks.
- Plan when to monitor, meet regulatory and check updates.

### Examples

Actual/ potential risks	Rate the level of risk	Mitigation steps	Deadline	Status
Lack of diversity that will take part in the user research; for example, disabled people or family with a young parent. Recruiting and finding insights about the experience from these user groups will create risks in validating the solution is set for purpose.	Medium	For example, <a href="#">create user research plan (gov.uk)</a> , improve the user research recruitment process, work with charities that represent these user groups, and plan how to <a href="#">researching emotionally sensitive subjects (gov.uk)</a> .	19/04/22	Ongoing

General Data Protection Regulation (GDPR) and privacy notice. Lacking information to the users about how their data is being used, for how long and how to remove it.	High	For example, provide internal GDPR training, ensure there is a privacy notice that users can access, validate that the privacy notice is written in a clear and plain language so the users can make the right decision.	20/04/22	Ongoing
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## Analyse and synthesise data

### What is it

Gather data from current services, then analyse the data in new ways to uncover pattern

Data analysis can be done at different stages of your service. Data is mainly used to understand emerging themes and tell you a story about the users and their behaviour.

Quantitative data will answer questions such as: 'how many', 'what', 'where', 'when', whilst qualitative data (e.g. user research) will answer the 'why'.

### Where can you find quantitative data?

- Data collected, held or reported by your service (e.g. information set out in the Shared Measurement Framework),
- Customer feedback forms,
- Contact drivers: number of calls, or applications, the successful rates,
- Online platforms; for example,
  - Social media: Facebook, Twitter, or forums: Mumsnet, Glassdoor; or
  - Tracking and measurement tools: Google Analytics for tracking visitors to your website, traffic sources, goals, and other metrics.
- [Office for National Statistics](#) or [Working with Citizens Advice and its amazing data \(blog.gov.uk\)](#), or previous research reports.

### How to do it


- Plan and find data.
- Identify themes, highlight research insights and patterns.

- Outcomes used for planning user research sessions, map initial user behaviours and journeys.
- Highlight pain points discovered during the data analysis.

## User groups mapping


### What is it

When designing a service it's important to figure out who the users are prior to understanding their needs. This exercise can be used as a team exercise. The results can be used in prioritising specific user groups, planning user research sessions, and considering how to collaborate with the stakeholders.

 The examples below are relevant to a service looking to hire someone. The list will need to be shaped based on your service circumstances. The list provided is not exhausted.

### Examples

Type of users	Definition of the user groups	Examples of the user groups
End users	The people who the service directly benefits.	For example, employees or dependent of the employed person.
Primary users	The people who use the service.	For example, job seekers.
Secondary users	The people who also use the service.	For example, employers such as recruitment, agency or HR staff.
Societal users	People who benefit from the service wider in society.	For example, tax payers by removing the overall burden by paying taxes. communities that are in need of benefits, local businesses, charities that may get increased funding or volunteers.
Internal users	The people who use it as the service provider.	For example, call centre staff, employability advisors or the team dealing with complaints.

Stakeholders	People who don't use the service, but could make decisions about it.  The findings will be expanded in the  <a href="#">Stakeholder mapping</a> .	For example, employers, Local Employability Partnerships, unions.
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## User groups priority diagram

### What is it

To take forward the user group mapping results, you can use a priority diagram. The priority diagram can be used in showing groups that the service needs to focus on and how difficult/easy to access they are.

It's important to discuss with a variety of users and get insights about their experience and needs. Finding a balance of users will provide a deep understanding of the users. By hearing the voice of users from different backgrounds, the service will be transparent, accessible, inclusive and trusted. In user-centred design it is important to design for trust.

### How to do it

- Review the user groups.
- Consider user types that are using the service. For example, single parents, disabled people, technophobes, users with no access to technology or Internet.
- Discuss where each user type may suit based on the ease of access to the service and how much you'll be learning from them.
- Create a user research plan.

### Example

	High learning		
	(Easy to access and have a lot to learn from them)	(Difficult to access and have a lot to learn from them)	
Easy access	(Easy to access and may not learn a lot from them)	(Difficult to access and may not learn a lot from them)	Difficult access

## Low learning

*Fig 4.* Four quadrant access-learning matrix. The Y axis determines the level of learning from the users from highest on the top to lowest on the bottom. The X axis determines how easy (left side) or difficult (right side) is to access the user groups.

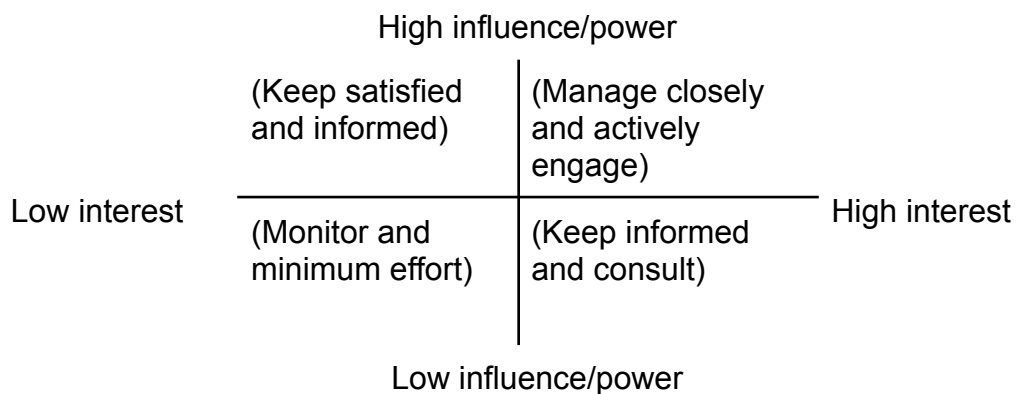
### Stakeholder mapping

#### What is it

Stakeholders refer to who may benefit or be affected by the decisions. They are people or organisations which have interest and influence over the service. They can be external to the organisation; for example, the Department of Work and Pensions, or internal, the finance team.

Stakeholders will have an impact on the service and it's essential to collaborate as early as possible. Before managing the relationship with the stakeholders, you can start by identifying and mapping them.

The stakeholder map is a visual resource that categorises them in terms of influence and interest in the service.



*Fig 5.* Four quadrant influence-interest matrix. The Y axis determines the level of influence from the users from highest on the top to lowest on the bottom. The X axis determines how low (left side) or high (right side) is of interest.

### 'How Might We' (HMW) exercise

#### What is this?

'How might we' (HMW) is a brainstorming technique aiming to reframe the problems into opportunities or solutions. The results should be broad enough that doesn't limit

the innovation, but also specific enough so it's achievable. The outcomes should provide the space for brainstorming potential solutions.

### Examples

- 'How might we redesign the employability services in Scotland?' is **too broad**. This is too zoomed out due to the lack of focus on a specific problem.
- 'How might we design a website where people from Scotland can find jobs' is **too narrow**. This example focuses on a specific solution - a website.
- 'How might we support people experiencing disadvantage so they have the best chance at staying employed?' It is well-framed and **balanced**.

### How to do it

- Organise and book session
- Identify insights, pain points and problem statements
- Reframe to the HMW questions
- Narrow down and review the HMW
- Discuss the HMW to take forward and plan a brainstorming session.

### Affinity mapping

#### What is this?

It's also known as affinity chart or K-J method. Affinity mapping is a visual method to structure the outputs from activities. The outputs are grouped in a way that helps the team make sense of them, helping highlight emerging themes from the outputs. You might want to create an affinity map with ideas that have been put forward in the Develop stage, or with evidence generated during user research in the Discovery phase. The affinity mapping can be used as a team or individually.

#### How to do it:

- Organise and book session.
- Write down each data point on a separate paper.
- Group them together.
- Name each group.
- Reflect and discuss the emerging themes.

### 3. Resources

The resources section links to a variety of materials that may be useful when learning about the service design or user research role, methods and possible outcomes. Below you can find a selective list and there are further providers that can be considered. The resources are optional and can provide further inspiration when following the service design process.

#### Resources for service design

##### **Service design training and courses**

The training and courses below provide further insights and examples into the service design practise. We recommend the [Service Design Champions](#) as it will cover how design applies to public services, and will be given the opportunity to try out the methods as you work through a practical challenge as part of a small team.

[Service Design Champions - Scottish Digital Academy](#) (cost attached)

practical introduction to public sector service design.

Locations: Online,

Duration: 2 Days (09:30 - 17:00).

[Understanding users and their needs](#) (cost attached)

recommended for those working with designers and user researchers

Locations: Online,

Duration: 90 minutes.

[Introduction to user-centred design in government](#) (cost attached)

recommended for those working with designers and user researchers

Locations: Various,

Duration: 1 day.

[Acumen's Introduction to Human Centred Design](#)

how to build an effective interview guide and synthesising your answers

Locations: Various,

Duration: 9 week course.

## Service design overview

There are resources available for understanding the concept of Service design and getting clarification about the role. The material is available via different channels, including videos, audio, or blogs.

- [Service designer \(www.gov.uk\)](http://www.gov.uk). Provides guidance about what a service designer does and the skills you need to do the job.
- [Watch an overview of service design in the public sector on YouTube](#). This presentation is from Services Week 2019.
- [Listen to the Government Digital Service Podcast \(blog.gov.uk\)](http://blog.gov.uk). This podcast covers a variety of topics.
- [Scottish Digital Academy](#). This has diverse courses for developing digital skills, leadership and talent across the public and third sectors in Scotland.
- [Service design \(NZ Digital government\)](#). Discuss topics such as service design overview, examples and tools.
- [Become a service designer in government: step by step \(blog.gov.uk\)](http://blog.gov.uk),
- [How we support service design across government \(blog.gov.uk\)](http://blog.gov.uk),
- [Service design: Isn't it just UX with a different name? \(blog.gov.uk\)](http://blog.gov.uk),
- [What we mean by service design \(blog.gov.uk\)](http://blog.gov.uk),
- [Common challenges with government services \(blog.gov.uk\)](http://blog.gov.uk),
- [Why we use user journey maps in government \(blog.gov.uk\)](http://blog.gov.uk).

## Service design tools and methods

When considering tools and methods there is a variety of documentation available. The methods listed below can be considered based on the goal you are trying to achieve for the service.

- The Promise draft - [SAatSD - design for public services \(Google Docs\)](#),
- [Service design tools from the New Zealand Digital government](#),
- [Service Design Methods from 18F Methods](#),
- [Service Design Methods from Service Innovation Handbook](#),
- [Communication methods supporting design processes from Service Design Tools](#),
- [Method Library from This is Service Design Doing](#).



## Resources for user research

The service designer works closely with the user researcher. Both roles have a particular interest in the user research findings. The GOV.UK Service manual put together a list of things that help understand the user research role, methods, and ways of working. Otherwise, the user research can be invalidated, harm users throughout the journey, and face ethical dilemmas. It's important to understand the benefits of user research and the importance of ethical approaches..

### **User research considerations**

- [Plan user research for your service](#)
- [Plan a round of user research](#)
- [Choose a location for user research](#)
- [Finding participants for user research](#)
- [Write a recruitment brief](#)
- [Getting informed consent for user research](#)
- [Running research sessions with disabled people](#)
- [Researching contentious subjects or during pre-election periods](#)
- [Managing user research data and participant privacy](#)
- [Researching emotionally sensitive subjects](#)
- [Doing user research during coronavirus \(COVID-19\): choosing face to face or remote research](#)

### **User research resources for identifying different user research methods**

- [Capturing research questions,](#)
- [Contextual research and observation,](#)
- [Researching user experiences,](#)
- [Creating an experience map,](#)
- [Researching in small group workshops,](#)
- [Using in-depth interviews,](#)
- [Using moderated usability testing,](#)
- [Taking notes and recording user research sessions,](#)
- [Doing pop-up research,](#)

- [Doing user research remotely by phone or video call](#).

## 4. Next steps

We are planning for this version of the publication to have further iterations; for example, publishing in a HTML format and providing accessible download versions.

We're always looking to improve the accessibility of the employability service design toolkit. If you need information on this website in a different format like accessible PDF, large print, easy read, audio recording or braille, you can contact us by:

**Email:** [EmployabilitySG@gov.scot](mailto:EmployabilitySG@gov.scot)

### Feedback

If you would like to provide feedback on the service design toolkit, you can get in touch using the options below:

**Email:** [EmployabilityFeedback@gov.scot](mailto:EmployabilityFeedback@gov.scot)

**Online form:** Using the [online form](#) by selecting the appropriate option from the drop down menu.