

Subject:	FDS - Fundamentals of Service Design
Subject:	2 - Fundamentals of Service Design and Social Innovation
Qualification:	Master in Artistic Teaching in Social Co-design applied to Public Sector Projects

Course: 2025/2026	Semester: First	Type: Mandatory
ECTS credits: 3	Language: Catalan, Spanish	
Hours distribution:	Face-to-face teaching: 16 h	Independent learning: 45 hours
	Virtual teaching: 14 h	Hours: 75 hours
Hours:	Tuesday (4 p.m. - 8 p.m.)	In person
	Thursday (4:00 PM -19:30 h)	Virtual
Assignment Coordinator:	Roger Siñol Herranz	rsinol1@esdapcatalunya.cat
Equip docent:	Xenia Viladàs Jené	xviladas@esdapcatalunya.cat
	Roger Siñol Herranz	rsinol1@esdapcatalunya.cat

Presentation of the subject

The subject "Fundamentals of Service Design" provides the basis for understanding Services as complex systems integrated by people, processes, material elements and temporal arcs. The sessions identify the basic tools to be able to design or redesign them around a value proposition distributed among all stakeholders in the ecosystem, controlling their potential impacts. The subject is based on the combination of theory and case study, so that all students participate in a project worked in a group on a topic that is developed from the beginning to the end of the subject.

Contents

- I. The principles of service design.
- II. The service design process.
- III. Main resources and tools for service design.
- IV. Examples of service design.

1. Competencies of the subject

Subject / Subject		General Skills					
		CG1	CG2	CG3	CG4	CG5	CG6
FDSIS	Fundamentals of Service Design and Social Innovation	X	X	X	X	X	X
FDS	Fundamentals of Service Design		X			X	X

Subject / Subject		Specific Skills									
		CE1	CE2	CE3	CE4	CE5	CE6	CE7	CE8	CE9	CE10
FDSIS	Fundamentals of Service Design and Social Innovation	X	X		X		X		X	X	
FDS	Fundamentals of Service Design	X	X		X					X	

2. Learning outcomes of the subject.

Learning outcomes

LO1. Apply the theoretical, conceptual and methodological frameworks acquired throughout the master's degree to real situations in the public sphere, according to the specificities of the social challenge and agents (the context, users and other stakeholders)

LO2. Demonstrate that they have acquired the ability to understand the contribution of their design according to different contexts (cultural, social, political, economic, technological, etc.) and take these differences into account in order to identify possible challenges, risks and impacts.

LO3. Be able to analyze and intervene in complex situations through the development of new and innovative work methodologies adapted to the design of service solutions of social value in the public sphere.

LO4. Demonstrate that they have acquired the capacity to analyze and intervene in complex situations through the development of new and innovative work methodologies focused on the design of service solutions of social value in the public sphere.

LO8. Design, plan and apply research to identify the critical points and needs to be resolved by the different agents involved.

LO9. Search for information, organize and manage it appropriately in order to develop criteria for defining the objectives of applied research to resolve a social challenge.

LO11. Formulate relevant questions and develop answers based on the analysis of information and sources of various types, according to the requirements of the project and a purpose of social value.

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3. Training activities of the subject

Training activities		Hours	Presence
AF1	Theory.	8	100 %
AF2	Theoretical-practical activity.	7	0 %
AF3	Face-to-face group practice.	4	100 %
AF4	Telematic group practice.	3,5	0 %
AF7	Independent work of the student.	45	0 %
AF8	Tutored work.	3,5	0 %
AF12	Presentation/exhibition.	4	100 %

4. Teaching methodologies of the subject

Teaching Methodologies

- MD1 Group work - collaborative learning.
- MD3 Tutored independent work.
- MD4 Self-employed.
- MD5 Practice of designing services based on real context.
- MD7 Expository method / lecture.
- MD8 Participatory lecture class.
- MD10 Problem/project-based learning.
- MD11 Case study.
- MD12 Creation of the learning dossier (space on the Miro platform or similar).

5. Evaluation systems

Evaluation criteria

- Ability to assimilate and transmit theoretical knowledge in writing and/or orally.
- Correct use of specific terminology.
- Student participation in the proposed activities.
- Interest in searching for information related to the proposed activities.

Evaluation instruments

- Carrying out all the proposed activities.
- Assessment of knowledge acquired through theoretical work and/or knowledge tests.
- Assessment of student participation in class activities.

Evaluation system		Weighting
2.	Oral tests	10 %
3.	Jobs	25 %
4.5.	Practical exercises	55 %
10.	Class participation	10 %

6. Content blocks

I. The principles of service design		
Docent/s:	Xenia Viladàs and Roger Siñol	
Hours distribution:	Face-to-face teaching: 4 hours	Self-study: 6 h
	Virtual teaching: 0 h	Total: 10 h
Timing:	Week 5	Sessions: S1p
Contents:		
S1p (Xenia Viladas) Presentation to students of the subject, the program, the methodology, the content of the practical exercises and the bibliography. Introduction to service design: - Definition of services. - Definition of design. - Definition of service design. - The Dominant Logic of Services theory: - Systemic perspective and generation of distributed value. - Visualizing a service as a system and exploring the results. Research applied to service design: - Primary research. - Secondary research. - Prototyping and evaluations. - What are insights and how are they identified? - Examples and sources of information.		
Resources:		

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In-person sessions:

- Material needed for taking notes.

Virtual sessions:

- Internet connection.
- Access to a Figma, Miro, Mural platform for collaborative work.

Self-employed:

- Computer and Internet connection.

Bibliography the specific one:

- Grönroos, C. (n.d.). Reforming Public Services: Does Service Logic Have Anything to Offer? *Public Management Review*, 21(5), 775–788.
<https://doi.org/10.1080/14719037.2018.1529879>
- Kimbell, L. (2014). *The Service Innovation Handbook. Action Oriented Creative Thinking Toolkit for Service Organizations*, Wiley.
- Porter, M. E. i Kramer, M. R. (n.d.). The Big Idea: Creating Shared Value. *Harvard Business Review*, 89 (1, 2), n.
- Sevaldson, B. (2011). GIGA-Mapping: Visualisation for Complexity and Systems Thinking in Design. 10.21606/nordes.2011.015.
https://www.researchgate.net/publication/319930894_GIGA-Mapping_Visualisation_for_complexity_and_systems_thinking_in_design
- Stickdorn, M. et al. (2018). *This is Service Design Doing*, O'Reilly.
- Vargo, S. L.; Akaka, M. A. i Vaughan, C.M. (2017). Conceptualizing Value: A Service-ecosystem view, *Journal of Creating Value* 3(2) 1-8 2017.
- Vargo, S. L. and Lusch, R. F. (2019). *The Sage Handbook of Service-Dominant Logic*, Sage.
- Vargo, S. L. (2020). From Promise to Perspective: Reconsidering Value Propositions from a Service-Dominant Logic Orientation. *Industrial Marketing Management*, 87, 309–311.

II. The service design process

Docent/s:	Xenia Viladas	
Hours distribution:	Face-to-face teaching:0 h	Self-study:7 h
	Virtual teaching:3,5 h	Total: 10,5 h
Timing:	Week5	Sessions: S2in
Contents:		

S2v (Xenia Viladas)

Introduction to the design process:

- A global model and detailed execution.
- Resources and tools for service design: complexity and visualizations.
- Tools and models vs results; results vs solutions.
- The three areas of analysis: what the user sees, what is behind it, and the environment.
- The key moments: motivation, entry, exit, transitions and time arcs.

Strategic alignment of transformation through design: criteria and parameters:

- The corporate strategy framework: purpose and limitations.
- Public vs. private corporations.
- Context analysis.
- Ask the right questions: brief and counter-brief.

Resources:

In-person sessions:

- Material needed for taking notes.

Virtual sessions:

- Internet connection.
- Access to a Figma, Miro, Mural platform for collaborative work.

Self-employed:

- Computer and Internet connection.

Specific bibliography:

- Cottam, H. (2019). *Radical Help: How We Can Remake the Relationships Between Us and Revolutionise the Welfare State* (Paperback edition). Virago.
- Freeman, E. (2010). Managing for Stakeholders: Trade-offs or Value Creation, *Journal of Business Ethics* (2010) 96:7-9, DOI 10.1007/s10551-011-0935-5
- Nabovati E.; Farrahi R.; Sadeqi Jabali, M.; Khajouei, R. i Abbasi, R. (2023). Identifying and Prioritizing the Key Performance Indicators for Hospital Management Dashboard at a National Level: Viewpoint of Hospital Managers. *Health Informatics Journal*. 2023;29(4). doi:10.1177/14604582231221139
- Normann, R. i Ramírez, R. (1993). From Value Chain to Value Constellation: Designing Interactive Strategy. *Harvard Business Review*, 71(4), 65–77.
- Porter, M. E. i Kramer, M. R. (n.d.). The Big Idea: Creating Shared Value. *Harvard Business Review*, 89 (1, 2)
- Rumelt, R. (2011). *Good Strategy, Bad Strategy: The Difference and Why it Matters*. Profile Books Limited.
<http://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=725888>
- Stickdorn, M., Hormess, M., Lawrence, A. i Schneider, J. (2018). *This is Service Design Doing: Applying Service Design Thinking in the Real World. A Practitioner's Handbook*. O'Reilly.

- Stickdorn, M., Hormess, M., Lawrence, A. i Schneider, J. (2018), This is Service Design Doing Methods. <https://www.thisisservicedesigndoing.com/methods>

Audiovisuals:

- Hilary Cottam, World Economic Forum, Design, Radically Reinventing Social Systems | <https://youtu.be/pA2JCZhIGSI?feature=shared>

III. Main resources and tools for service design		
Docent/s:	Roger Siñol	
Hours distribution:	Face-to-face teaching:8 h	Self-study:16 h
	Virtual teaching:3,5 h	Total: 27,5 h
Timing:	Week6 i 7	Sessions: S3p, S4in,S5p
Contents:		

S3p (Roger Siñol)

The different components of the service:

- The user-borrower binomial at the center of the model.
- The service as a system.
- The context to take into account.
- Positive and negative externalities, systemic impact.
- The process and the temporal arcs.
- Where to focus, when and how.

Users and their journeys:

- Internal and external users.
- The user's journey of using the service and its scope.
- The interaction points along the route.

The structure of the service:

- The service blueprint: a synthetic visualization of the system.
- Service delivery map.
- From the constellation to the service ecosystem.
- The service package: how the different components of the service fit together.

S4v (Roger Siñol)

Evaluation and refinement of proposals:

- Ideation and filtering of ideas.
- Successive explorations and iterations.
- Prototype, pilot test, test.
- Results and communication: transformation through design.
- Roadmap for design implementation.

S5p (Xenia Viladas)

Implementation of the re/design:

- The difficulties of implementing innovation in services.
- The full route.
- Monitoring the process.
- The straightening of the strategy and its consequences.

Resources:
In-person sessions: - Material needed for taking notes. Virtual sessions: - Internet connection. - Access to a Figma, Miro, Mural platform for collaborative work. Self-employed: - Computer and Internet connection.
Bibliography the specific one:
- Bitner, M. J., Ostrom, A. L. i Morgan, F. N. (n.d.). Service Blueprinting: A Practical Technique for Service Innovation. <i>California Management Review</i>, 50(3), 66–94. - Lumivalo, J., Tuunanen, T. i Salo, M. (2023). Value Co-Destruction: A Conceptual Review and Future Research Agenda. <i>Journal of Service Research</i>. https://doi.org/10.1177/10946705231177504 - Sampson, S. E. (2021). A Strategic Framework for Task Automation in Professional Services. <i>Journal of Service Research</i>, 24(1), 122–140. https://doi.org/10.1177/1094670520940407 - Zeithaml, V. A., Bitner, M. J. i Gremler, D. D. (2018). <i>Services Marketing : Integrating Customer Focus Across the Firm</i> (Seventh edition). McGraw-Hill Education.

IV. Examples of service design		
Docent/s:	Xenia Viladàs and Roger Siñol	
Hours distribution:	Face-to-face teaching: 4 hours	Self-study: 16 h
	Virtual teaching: 7 h	Total: 27 h
Timing:	Week 7 and 8	Sessions: S7v, S7p, S8v
Contents:		

S6v (Xenia Viladas)

Application of service design to different areas, examples and impact:

- Business model innovation.
- "Servitization".
- The so-called "collaborative economy" (sharing economy).
- Social design.
- The design of public services.

Case studies carried out by the groups:

- Results.
- Questions and answers.

S7p (Roger Siñol)

- Proposal tutoring and prototyping.
- Review of exercises.

S8v (Xènia Viladàs and Roger Siñol)

- Module recap, conclusions and next steps.

Resources:

In-person sessions:

- Material needed for taking notes.

Virtual sessions:

- Internet connection.
- Access to a Figma, Miro, Mural platform for collaborative work.

Self-employed:

- Computer and Internet connection.

Bibliography the specific one:

- Chandler J.D., Danatzis I., Wernicke C., Akaka M.A. i Reynolds D. (2019). How Does Innovation Emerge in a Service Ecosystem? *Journal of Service Research*, 22(1), 75–89.
<https://doi.org/10.1177/1094670518797479>
- Córcoles S., D., Mora, C. D. and Gandoy, R. (2021). Servitization and digitization of Spanish manufacturing. *Industrial Economics*, 422, 25-35.
- Khalek, S. A. i Chakraborty, A. (2022). "I like to Use but Do Not Wish to Own": Exploring the Role of De-Ownership Orientation in the Adoption of Access-Based Services. *Journal of Retailing and Consumer Services*, 67.
<https://doi.org/10.1016/j.jretconser.2022.103035>

7. Timing

Timing:

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Set.	Sessio n	Hours	Contents	Lecturer
5	S1p	4 h	Presentation to students of the subject, the program, the methodology and the bibliography. The prolegomena of design. Introduction to service design.	X. Viladàs R. Siñol
	S2v	3,5 h	The service design process and strategic alignment of solutions.	X. Viladàs
6	S3p	4 h	Main resources and tools for service design.	R. Siñol
	S4v	3,5 h	Evaluation and refinement of proposals.	R. Siñol

7	S5p	4 h	Implementation of the re/design.	X. Viladàs
	S6v	3,5 h	Examples of the application of service design to different areas of activity and review of exercises.	X. Viladàs
8	S7p	4 h	Tutoring and review of exercises.	R. Siñol
	S8v	3,5 h	Module recap and next steps.	X. Viladàs R. Siñol

8. Training activities

Activity:	Redesign of an existing service		
Training activity:	AF3, AF4, AF7, AF8, AF12		
Weighting:	75%	Duration:48 h	4 weeks
Skills:	CG2, CG5, CG6	CE1, CE2, CE4	
DAY:	RA1, RA2, RA3, RA4, RA8, RA9, RA11		
Description:			
Redesign of an existing service. Based on a real case, the teams will analyze the service provided to the user and make a proposal for improvement. Teamwork.			
Work phases:			

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Phase 1 / Week6

- Visit to the Clarà Library, Monteroles Park or the Adriano Primary Care Centre.
- Analysis of what is seen and how it can be explained.
- Secondary research and data collection.

S3p: presentation of the result of the activity by teams and joint critique.

Phase 2 / Week 6

- Conception of a design plan, based on the discovery activity carried out by each group and with the aim of redesigning the service analyzed to improve it.

S3p: presentation of a design plan for the project to be carried out.

Phase 3 /Week 7

- Analysis of the service with the tools studied in class.

S5p: presentation of the visualizations carried out.

Phase 4 / Week 8

- Completion of the project.

S8v: presentation of the completed project.

Item to be presented:

Visualizations on the chosen collaborative working platform and its export in PDF format.

Evaluation criteria:

Written work: 65%

Oral presentation:

10%

- Secondary research will be focused on the topic chosen by the group and the sources of information will be varied and of high quality.
- User journeys will be complete in scope and detailed enough to identify potential frictions; visualization will be clear and suitable for interaction with users and customers that encourages co-creation.
- The maps will be clear, will facilitate collaboration with users and clients, and will make the designer's intervention clear (AS IS / TO BE situations of the service).
- The indicators will be reasoned and feasible, in addition to having an appropriate visual representation for their management and communication and facilitating co-creation between the parties involved.
- The roadmap will be consistent with the project and its visualization will help communication and participation of users and clients for fruitful co-creation.
- The group's work will be complete, covering all the instructions provided in class; the tasks will be equally distributed among the group members, and their visualization will be practical and understandable.
- The process will be detailed and complete, following the instructions received in class and/or justifying the complementary contributions.
- The work must be complete and well-organized; design decisions must be justified by research, design principles, or best practices.
- The presentation will have a professional quality, both graphically and orally.

Activity:	Critical reflection		
Training activity:	AF2, AF7		
Weighting:	25%	Duration:27 h	4 weeks
Skills:	CG2, CG6	CE9	
DAY:	RA2		
Description:			
- Critical reflection on the project. - Personal reflection on the project, emphasizing its possible shortcomings and how to overcome them (in real life). - Individual work.			

Work phases:

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Item to be presented:	
Document of maximum 1000 words (not including illustrations) submitted through Moodle in PDF format.	
Evaluation criteria:	
- The text is written in a commercial style (synthetic and direct) and will be limited to the established word count. - The reflections are based on academic references and/or the syllabus explained in class. - The work will reflect both critical thinking and academic rigor.	

9. General evaluation criteria

The general evaluation criteria that are common to all teaching guides for subjects 1, 2 and 3 of the master's degree are established, without prejudice to the evaluation criteria defined for each evaluation activity:

- Subject grade: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the subject's teaching guide.
- No delivery will be accepted outside the established deadline.
- In the event of a delivery or assessment activity coinciding with a force majeure event, students may submit an activity after the deadline following the calendar determined by the subject's teaching staff. Force majeure events are understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coinciding with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative. It must be justified by presenting the original accreditation with a stamp.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and the originality of the exercises carried out. Any act of copying and/or plagiarism and irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity.

10. General recovery criteria

The general recovery criteria that are common to all teaching guides for subjects 1, 2 and 3 of the master's degree are established:

- Subject recovery: in the event of not passing, the training activity or activities of the subject may be recovered in an extraordinary call in June, according to the calendar.

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11. Use of Generative Artificial Intelligence (GAI)

The IAG can be used as a support tool in certain research tasks, provided that its use is authorized by the teaching staff. Some examples of permitted use are: summarizing texts, making translations, identifying starting points for research, organizing sources, analyzing data or reviewing the style of one's own text. In these cases, it is essential to cite its use in accordance with the provisions of the subject Introduction to Digital Resources, Free and Open Source Software. Students are responsible for the content of the work they present, including that generated with the help of the IAG.

However, it is not allowed to use the IAG to write or directly prepare any activity or evaluation work. This improper use violates the training objectives of the subject, since it makes it difficult to acquire key skills such as critical thinking, the ability to analyze or formulate one's own ideas. In the event of any suspicion of inappropriate use, alternative evaluation tests may be applied to verify authorship, and if confirmed, the work may be suspended.

12. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.
- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.