

Service Design for ART Toolkit

June 2024

Henrietta Curzon, Head of Service Design & Insight
Adeola Agbebiyi, Assistant Director of Public Health

Content

The Service Design for ART toolkit has been developed so that any member of staff can take an inclusion lens to making improvements in their health promotion service.

1 Getting in the zone

- What ART is
- Why use service design
- Protected characteristics in Newham

2 Service design for ART project plan

- Typical 8 week plan

3 Actions & techniques

- Initiation
- Discover
- Design & test

4 Templates

- 14 templates for you to deliver the project

1 Getting in the zone

This section provides an overview of ART and Service Design, and highlights the 9 legally protected characteristics and those relevant Newham.

What ART is

ART recognises that there are three key elements that encourage people to access and use our services and that the absence of these elements can create a barrier to uptake. These three elements are:

- ✓ **Accessible**
- ✓ **Relevant**
- ✓ **Trusted**

The aim of ART is to shift agency for accessing and using health promoting service from service users and potential service users to providers, by clarifying the drivers of uptake within their circles of control and influence. ART supports providers to identify issues and make, often small but highly effective changes which improve service uptake, retention and experience.

ART was developed as a result of the learning gained through the NHS Diabetes prevention programme assessment meetings and the community conversations around COVID-19 vaccine uptake that took place during COVID 19 vaccination campaign. It has also been informed by the Sage 2014 vaccine hesitancy framework ('the 3 Cs').



ACCESSIBLE?

If I wanted to attend? Could I? Can I read the invite letter? Afford the bus fare? Attend in working hours?



RELEVANT?

Do I understand what the services are for? and is it close to as important as working, raising kids, God, sense of self?



TRUSTED?

Would you trust that authority? That setting? Those staff? Why? Why not?

ART Framework

The ART framework provides questions to consider when reviewing a service or designing a new service from an inclusion lens in order to encourage people to access and use our services, and to avoid creating a barrier to uptake. These questions are:

Accessible

Awareness | Does everyone who would need to use the service know about it? And know how to access it?

Time | Is the service accessible at convenient times? Is the service demanding too much time from someone which they may not have? Are inflexible tight deadlines set? Eg to gather info, fill in forms, travel to a place.

Comprehension | Is the communication in a language and format that everyone is able to understand? Eg the signage at a venue, the appointment letter, or spoken advice.

Access | Is the location easy for everyone to get to? Is the space accessible? Eg ramps, guide dog friendly, accessible toilets. Does the service depend on someone having access to certain things? Eg to a computer, a printer, a photo booth.

Interaction | Will people find what we are asking them to do difficult? Are alternatives provided if the service is asking people to do something that requires a skill they may not have? Eg computer skills. Are people familiar with the action required? Eg have they done it before?

Finance | Does accessing or using the service rely on a person having to pay for things that they cannot afford? Eg to pay a fee, use a phone, be away from work, pay for childcare, pay for the bus fare.

Evidence | Does the service depend on someone being able to provide a limited range of documents or evidence? Is this necessary? Eg to provide bank statements, photo ID, character witness statements.

Relevant

Relevance | How important is the service compared to other areas of the individual's life? Does a person's motivation surpass the effort required to engage with the service? Do we effectively signpost people to other services if this service cannot help them?

Self confidence | How can we boost a person's belief in their ability? Eg to understand the what the service is for, understand the process, or complete the task.

Trusted

Emotional State | What if the person does not feel psychologically strong enough to use the service? Eg to take on the task, speak on the phone, have a one-to-one meeting.

Trust | How can we help the person be confident that the technology and staff involved will be secure and reliable? Would the person trust the authority, in that setting, with those staff? Are staff attitudes, real or perceived, impacting trust? Is there a perception of poor service or discriminatory practices? Does the service allow for people who use it to interact with each other? Does it foster connection? Does the service provide meaningful choice?

Why use service design?

Good services do not happen by accident. They need to be purposefully designed. Service design provides the mindset, process and tools to achieve this. A good service enables residents to do what they need to do in a way that works for them and provides them with a good experience.

A better service for residents is generally better for Newham Council. A bad service generates failure demand (such as people contacting the Council to clarify the information in a letter as it didn't make sense to them), or could mean residents not taking up services that could prevent their situation from escalating (such as being unaware of homelessness prevention support). Both of which create unnecessary expense for the Council in addition to the frustration and anxiety it causes residents.

Good service design is inclusive service design and therefore has a natural alignment with ART. There's usually no alternative to using local government services so our services must be inclusive, making sure anyone who needs to use them can do so as easily as possible regardless of ability or circumstance. Designing inclusively doesn't mean we're making one thing for all people. We're designing a diversity of ways for everyone to use a service easily. It's about offering choice where a single design solution cannot accommodate all users.

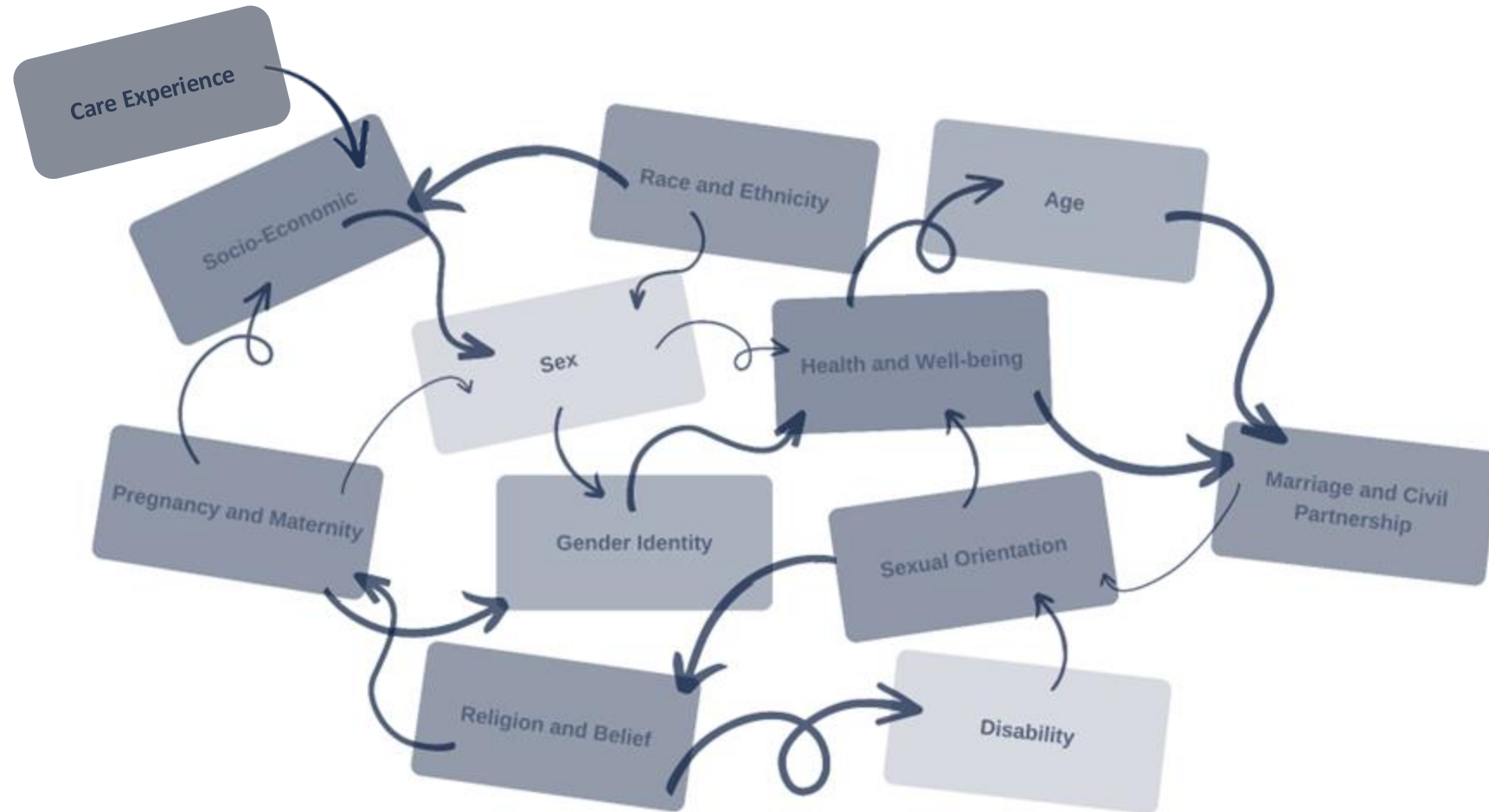
The ART framework has been incorporated with service design to create a comprehensive toolkit for service providers to redesign the uptake and use of services through an inclusion lens

Protected characteristics

Inclusive service design is underpinned by legislation. The Equalities Act 2010, places a requirement on service providers to avoid discriminating against people on the basis of any of nine protected characteristics.

If we use our own abilities and biases as a starting point, we end up with services designed for people of a specific gender, age, language ability, tech literacy, and physical ability, or for those with specific access to money, time, and a social network.

Instead, we design taking into account the needs of people from the nine legally protected characteristics. In Newham, we also view health and well-being, residents experiencing socioeconomic disadvantage, and care experience as further characteristics to consider.



12 protected characteristics in Newham

2 Service Design for ART Project Plan

This section provides an overview of an 8 week service design project plan for applying ART.

Project Plan

This is a typical high level project plan to redesign an existing service from an ART perspective. It relates to the service design phases which [Newham's Change Framework](#) is based on. It has been devised on the premise that only 8 weeks are available for ART service re-design activity. With more time, research and design activities can be co-designed and prototypes can be refined more iteratively.

	Week 1	2	3	4	5	6	7	8
Initiation Setting things up	<ul style="list-style-type: none"> Agree the service that will be reviewed, identify key stakeholders, and establish any governance Build an initial understanding of key issues and hypotheses in response to ART framework 							
Discover Understanding existing barriers	<ul style="list-style-type: none"> Research the barriers to service take-up for underrepresented groups Create personas Examine the journey for each persona identifying pain points in line with ART Generate insights 							
Design & Test Exploring the best solution	<ul style="list-style-type: none"> Create How Might We statements Generate ideas for solving the problem and agree concepts to take forward Develop the concepts into prototypes to test and learn rapidly from Develop a delivery plan 							

A breakdown of the actions to undertake during these phases are provided in the next section.

3 Actions and techniques

This section provides an overview of the actions and techniques utilised when redesigning existing services.

Initiation

In the first few days, you're in the initiation phase, where you are setting things up. In this phase you should:

1. Decide what service you'll be reviewing and who to involve.
 - Choose a service that's within the control or influence of your management.
 - Map the key stakeholders to involve and decide how you'll involve them. You can use the [Stakeholder Mapping](#) template.
2. Invite key stakeholders to a kick off meeting.
 - Confirm the stakeholder mapping and consider if anyone else needs to be involved or kept informed.
 - Agree an action plan.
 - Establish any governance arrangements. Try to use existing meetings.
 - Discuss any hypotheses people already have in response to ART framework.

Discover

In the discover phase you're exploring the barriers that prevent anyone who needs to use your service from accessing it as easily as possible regardless of ability or circumstance. The goal is to learn about the users and the challenges they face in order to generate insights. In this phase you should:

1. Identify service users and whether they represent Newham's population. To do this, analyse the service data of existing service users against population data to determine whether there are any protected groups who are under-represented yet would benefit from the service. Use 'Does it Look Like Newham' to help do this.
2. Undertake research with the under-represented groups you have identified to establish their experience. As part of this, test the hypotheses provided during the kick off session. Map out each step of the pathway and then:
 - Explore what research has already been carried out or data that is collected that can respond to the ART questions for each step of the pathway.
 - Carry out interviews, focus groups, or surveys with service users and service providers, exploring ART questions for each step of the pathway.
 - Observe the service in action. Use the [Observation for ART](#) template
 - Review the written communications about and from the service (letters, leaflets, webpages) and the relevant forms. You can do this whilst you're setting up your interviews or focus groups. Use the [Communication Review for ART](#) template and the [Accessible Forms Review](#) template.
3. Create personas based on your research to have a representation of each group of people with similar needs, goals, and behaviours. This is a collaborative exercise. Use the [Persona](#) template.
4. Turn your evidence into an experience map for each persona. This is a collaborative exercise. Use the [Experience Map for ART](#) template.
5. Generate insights based on the research, structuring them against ART. Use this [Insight Generation Guidance](#) to help you.

Design and test

In the design and test phase you're looking at the possible solutions to the problems identified in the discover stage. The goal is to identify and compare various ideas and refine the chosen concept by testing it. In this phase you should:

1. Craft [How Might We questions](#) based on the insights generated, to create a framework for ideas to improve your service from an ART perspective.
2. Run an idea generation session. The classic way of ideating is [Brainstorming](#). Generate as many ideas as possible before sorting and combining them.
3. Start prototyping by holding a workshop asking each person to [Storyboard](#) their favourite idea or combination of ideas. Use the personas as a reality check. Select the preferred idea(s) to develop further. You can either vote on the idea or use the [Impact Effort Matrix](#). This workshop could be appended onto a brainstorming session.
4. Share the selected storyboard(s) with key stakeholders to gather wider feedback.
5. Develop your storyboard(s) into more advanced prototypes to bring the idea(s) to life and help you to learn and build on what works. Incorporate the feedback from stakeholders into your next iteration. Use the [Prototype Formats](#) to choose how you'll prototype your idea and the [Prototype Learning](#) to ascertain what it is you're trying to learn. Test your prototypes with service users, particularly with people from the under represented groups who you are redesigning the service for. Document the test with photos and summarise the main findings and learnings. Use the [Feedback Capture Grid](#).
6. Keep on refining your prototype based on the feedback until you're ready to implement.
7. Devise a delivery plan setting out what actions need to be undertaken and their sequencing, who will be responsible, and what additional resources you'll need to implement the solution. Describe how you'll monitor the solution so you'll know whether it is having the desired impact.

4 Templates

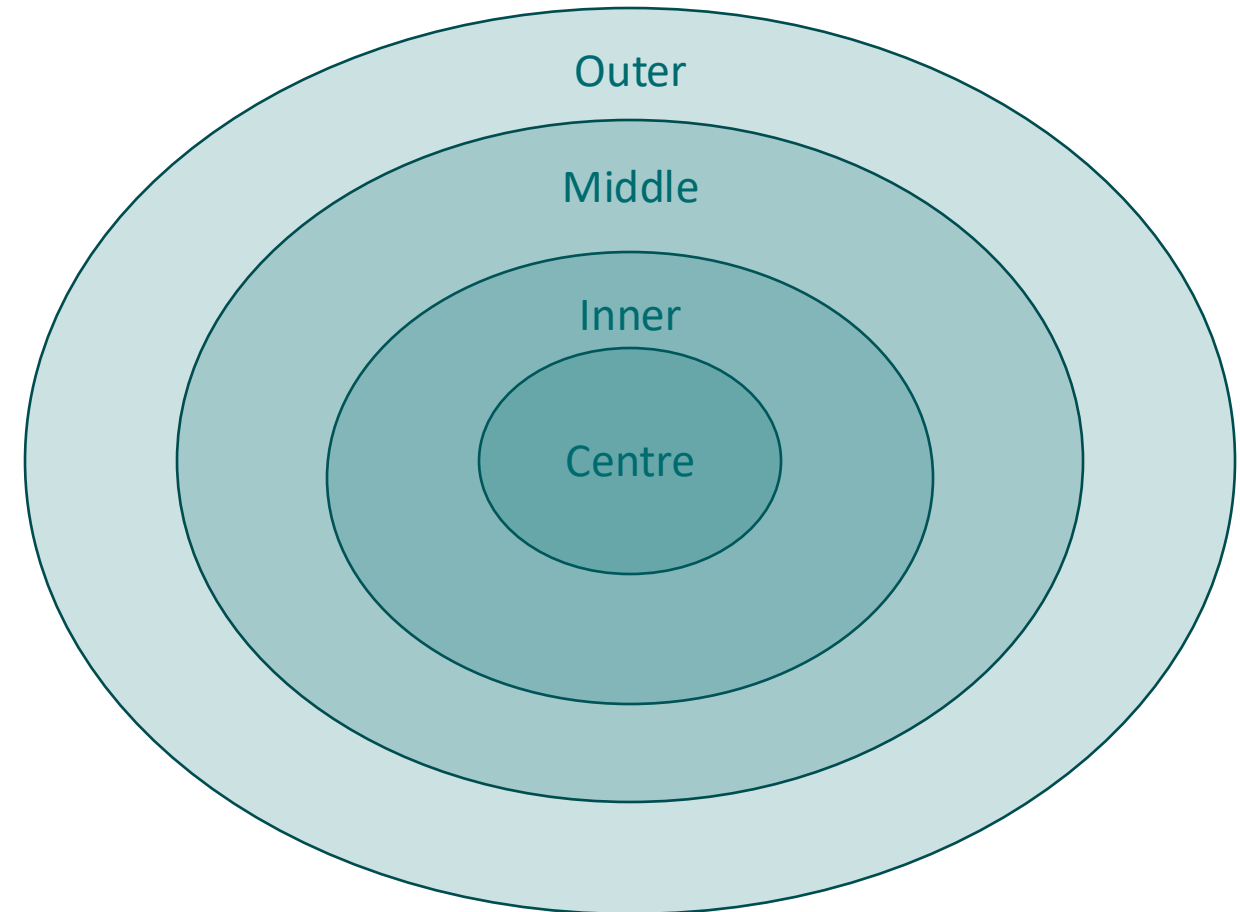
This section provides templates that can be used at different parts of the design process, as referenced in the previous section

Stakeholder mapping

Building a stakeholder map helps to identify the other people or organisations that are directly or indirectly involved in the delivery of desired service outcomes.

Map your stakeholders in the circles as follows:

Ring	Stakeholder	Typical involvement
Centre	End users for the service	<ul style="list-style-type: none">▪ Research participant▪ Co-design activity
Inner	Key roles or people users will interact with to achieve the service outcome	
Middle	Roles or people that support this interaction	<ul style="list-style-type: none">▪ Discussions regarding feasibility and viability
Outer	Other roles that have a 'stake' in delivering key outcomes for the end users and the organisation, and anyone who might inadvertently influence service delivery	<p>Either:</p> <ul style="list-style-type: none">▪ Kept informed▪ Kept satisfied▪ Participant in governance arrangements so they can influence activity▪ Observe research and co-design activity to hear the issues firsthand



Communication review for ART

Use this checklist to assess whether the communications about a service is creating unintentional barriers to service take-up for the underrepresented groups you have identified. Behavioural science has been applied to the checklist, with the MINDSPACE effect highlighted in the square bracket.

ACCESSIBLE		RELEVANT		TRUSTED	
Is the information available in a place and format that the group can access? Is the best channel used to maximise engagement? [Salient]	<input type="checkbox"/>	Does the information highlight that others are accessing the service to encourage take-up? [Social norm]	<input type="checkbox"/>	Does the information utilise a messenger that the group can relate to as being similar to them or an authority figure? (eg photos, quotes, testimonials) [Messenger]	<input type="checkbox"/>
Is the information in a place that is part of the groups routine? Is it at an optimal time to receive the message? [Default]	<input type="checkbox"/>	Is the language and imagery inclusive? Does it use the right tone of voice?	<input type="checkbox"/>	Does the information reduce uncertainty by letting the person know what happens next? [Feedback]	<input type="checkbox"/>
Is the information written in simple language, avoiding jargon or specialist terms? With short sentences, using active voice, and avoids double negatives? [Salient]	<input type="checkbox"/>	Is the information written in a way that makes it relevant to the group? [Salient]	<input type="checkbox"/>	Are prompts used to encourage people to continue pursuing their goal through to completion? [Salient]	<input type="checkbox"/>
Is the amount of information succinct rather than overwhelming? Sequenced logically, white space used, headings in bold? [Salient]	<input type="checkbox"/>	Is positive, active, strength based and encouraging language used to boost the group's confidence to access the service? [Priming]	<input type="checkbox"/>	Have people been informed of their rights (if applicable)?	<input type="checkbox"/>
Is there a clear call to action? (can the reader understand what is being asked of them and by when within the first few lines of the document?) [Salient]	<input type="checkbox"/>	Does it emphasise what people are missing out on by not accessing the service? [Loss aversion]	<input type="checkbox"/>	Is the information provided accurate?	<input type="checkbox"/>
Is it easy to take action? (eg application form or contact email provided) [Default]	<input type="checkbox"/>				

Accessible forms review

Overall, a good form is easy to:

- Read and use
- Understand and answer
- Get it done and move on

Use this checklist to assess whether a form is accessible.

Does the form...	
Provide eligibility information at the beginning (where appropriate)	<input type="checkbox"/>
Explain at the start what information people need to complete the form	<input type="checkbox"/>
Only include essential questions and keep questions to a minimum	<input type="checkbox"/>
Explain why the information is being requested	<input type="checkbox"/>
Use simple language, avoiding jargon or specialist terms	<input type="checkbox"/>
Consider the sensitivities around the questions and word them respectfully	<input type="checkbox"/>
Only ask one question at a time	<input type="checkbox"/>
Set the questions out in a flow and group them in a way that makes sense to users	<input type="checkbox"/>
Provide clear criteria for supporting evidence and how to submit it	<input type="checkbox"/>
Provide instructions to help users understand how to complete and submit the form	<input type="checkbox"/>
Provide guidance on standard formats eg date as dd/mm/yyyy	<input type="checkbox"/>
Use mandatory fields to obtain key information (e-forms)	<input type="checkbox"/>
Use auto-fill where possible (e-forms)	<input type="checkbox"/>
Give people choice eg about how they can be contacted, or different options for proof of address	<input type="checkbox"/>
Provide progress bars if it's a long form (e-forms)	<input type="checkbox"/>
Allow users to access it on various devices (phone, tablet, PC)	<input type="checkbox"/>
Consider ease to use and understand from different personas and characteristics	<input type="checkbox"/>
Provide details on how to access technical and/or completion support	<input type="checkbox"/>

Observation for ART template

The AEIOU Framework for field research in service industries has been adapted to incorporate ART. It is a helpful tool to guide your observations and to structure observational data so the results of different observations can be easily consolidated.

Activities	Environment	Interactions	Objects	Users
ACCESSIBLE				
<ul style="list-style-type: none"> • What activities are people engaged in? Why might these be important? • Are alternatives provided if the person doesn't have the skills required? Eg computer skills. • Are inflexible tight deadlines set? Eg to gather info, travel to a place. • Are people being asked to pay for things that they cannot afford? Eg to pay a fee, be away from work, pay for childcare, pay for the bus fare. • Are people able to provide the required documents or evidence? Eg to provide bank statements, photo ID, character witness statements. • How much time is required to use the service? 	<ul style="list-style-type: none"> • Is the location easy for everyone to get to? Is the space accessible? Eg ramps, guide dog friendly, accessible toilets. • Is the service accessible at convenient times? • How does the environment support or frustrate people? 	<ul style="list-style-type: none"> • Who is interacting and what is the purpose of the interaction? • What type of interaction is it? Eg signage, letter, spoken • What's the tone? What are the commonly used phrases? • Is the communication in a language and format that people can understand? • Are alternative ways to interact provided? Eg different channel 	<ul style="list-style-type: none"> • What are the objects or devices being used? • Do people need to have access to certain objects? Eg to a computer, a printer, a photo booth • Are people making adaptations if they don't have access to these things? 	<ul style="list-style-type: none"> • Who are the people observed? <div data-bbox="1959 608 2499 665" style="background-color: #333; color: white; text-align: center; padding: 5px;">RELEVANT</div> <ul style="list-style-type: none"> • Do people appear motivated? • Do people appear confident using the service? • What do people care about? • Do we effectively signpost people to other services if this service cannot help them? <div data-bbox="1959 951 2499 1008" style="background-color: #f00; text-align: center; padding: 5px;">TRUSTED</div> <ul style="list-style-type: none"> • Does the person's language and behaviour indicate that they trust the staff? • What influences them? • Are people given alternatives if they do not feel psychologically strong enough to use the service at that moment in time?

Personas for ART

Place a photo or image here that represents the persona

My story

As a... [who is the user?], I need/want/expect to... [what does the user want to do?], so that... [why does the user want to do this?]

Name

Add a quote here from your research by someone who this persona represents.

Describe the persona in a few short sentences.

My motivations

Provide the key goals or motivations of your persona.

My barriers

Provide the key barriers, challenges or pain points your persona faces.

Personas for ART are descriptions of the different types of people who are not taking up the service as much as expected based on the research. Each persona represents a group of people with similar needs, behaviours, and emotions. They help us to consider the service from people's differing needs.








Identify the most salient attributes that distinguish one segment from another. Determine the number of personas that you need to represent the range of attributes – typically 2-6. Draft the personas based on these attributes.

Personas are short, no longer than a page. Present the personas as individuals and personify them so that they give a human face to anonymised and abstract information.

Include the user story, “As a... I want to... so that...” eg “As a new parent I want family friendly physical activity so that I can work out with my child”. This helps us keep in mind what this group of people are trying to do or achieve by using the service.

Experience map for ART

An experience map is a visualisation of an individuals or personas relationship with a service over the course of the service . Record the actions the person took, how they felt, what they thought, and plot whether they had a positive or negative experience at each step of the journey. Include direct quotes to bring it to life. Highlight where on the journey the service is falling short of ART.

		Awareness	Consideration	Uptake	Retention	Advocacy
Add the persona name and image	Step	Resident becomes aware of the service	Resident assesses whether the service is suitable for them	Resident accesses the service	Resident uses the service until they've achieved what they need to do	Resident promotes the service to others in a similar situation
	Action					
Channel		    				
Experience What emotions, thoughts and feelings does the journey evoke?						
						
Issues Where is the journey falling short of ART?	A					
	R					
	T					

Generating key insights

Insight is...
a revelation that
compels people
to act

It is something you craft
based on the
information you have
gathered during the
research phase

The aim of generating key insights is to summarise the main research findings in a concise and actionable format for communication within the project team and with stakeholders.

It is best to do this in a session with 2-8 people who have a good knowledge of the research data. It should take between 2-4 hours depending on the complexity and amount of data.

To generate insights, follow these steps:

1. Collate the information you have gathered during the research and place it on a wall/whiteboard, with each piece of information on a different piece of paper/sticky note.
2. Group the information into Access, Relevant and Trust (ART). If the information responds to different elements of ART, put it in both.
3. Within each ART group identify clusters of sub-themes and label them.
4. Turn each label into an insight statement. You can merge similar insights or rephrase them to make clear that they are different. Phrase them carefully as they serve as points of reference to generate ideas and to evaluate concepts.
5. Order the insight statements into a logical narrative. Document your key insights, supporting each statement with at least 2-3 pieces of evidence from your research.

How Might We questions

How Might We (HMW) questions is about transforming the insights into a design challenge. Each word of the HMW phrase puts team members in the right mindset: “How” implies there are a number of ways to solve the question; “Might” creates a safe space letting team members know their HMW statement might or might not work, and either possibility is okay; “We” reminds team members that this is about teamwork and building on each others’ ideas.

Each question should begin “HMW” followed by a verb (eg make), the type of service user (eg people with visual impairments), and the challenge (eg feel confident that they have applied for the service successfully).

Reflect on the insights generated in the discover phase and determine what needs you should address. Come up with a few HMW questions that address the identified needs and check as a team they are not too narrow or too broad. A great HMW should give you both a narrow enough focus to allow you to know where to start your ideating, but also enough breadth to allow you to explore and play with wild ideas. For example:

Insight Statement	People with a visual impairment find it difficult to know which form to complete when applying to access the service?	
Poor HMW	How might we inform people with a visual impairment which form to complete to apply to access the service?	This is a poor example as it restricts solutions to communication that can be generated.
Good HMW	How might we make people with visual impairments feel confident that they have applied for the service successfully?	This example allows further possibilities to be explored, such as completing the form on their behalf, changing the form, providing an alternative to completing the form.

The framing of a HMW question usually takes no longer than 15 minutes.

Brainstorming

The aim of brainstorming is to generate many ideas, drawing on the creative potential of all team members. It should take up to 30 mins for each HMW question. If you have several HMW statements, break into smaller groups of 4 people with each group working on 2 HMW statements as after a certain amount of time creativity declines.

To brainstorm, follow these steps:

1. Agree brainstorming rules.
2. Give people time to individually write down their ideas on a sticky notes, with one idea per sticky note. You can provide prompts for this:
 - Crazy 8s | This involves giving people 45 secs to generate an idea and repeating this 8 times.
 - How would you do it if (HWYDII) | This involves setting people scenarios eg HWYDII you had no budget, you had unlimited budget, you were Apple.
3. Each person talks through their top 3 ideas. Everyone continues to write down any further ideas that build on these or are inspired by them.
4. As a team, cluster and combine ideas.

Brainstorming rules

- Go for quantity of ideas over quality as you'll filter them down later.
- Build on each other's ideas.
- Only one person speaks at a time.
- Postpone judgement. Try not to critique ideas as they arise. Get them out, you may find that they lead to something more interesting.
- Team is everything. Use your collective intelligence and ensure everyone has space to contribute

Storyboard

The storyboard is a series of sketches that show how the proposed solution addresses the problem at hand. Sketching the idea out helps to check everyone has the same understanding of the idea, and can facilitate the collection of early-stage feedback.

For a storyboard workshop:

1. Give people 20 mins to pick their favourite idea or combination of ideas from the brainstorming session and draw it. To draw it they choose the 3 most important steps in the journey and illustrate each one in a separate section. They should add notes around their sketch to explain key points, aiming for the storyboard to be self-explanatory. Ask them to add a catchy title. Encourage them to use the personas to check they are designing it with the right needs and goals in mind.
2. Take the time to review the storyboard sketches. Discuss the elements of the sketches they like or think best solves the HMW question.
3. Each team member votes on one storyboard they feel is most effective in addressing the HMW question. Give them 90 seconds each to explain the reason behind their vote. Ask if they could include one element from another sketch, what would it be.
4. Vote and discuss which storyboard(s) to take forward. Consider incorporating a notable element or idea from other sketches.

Catchy Title		
Stage 1	Stage 2	Stage 3

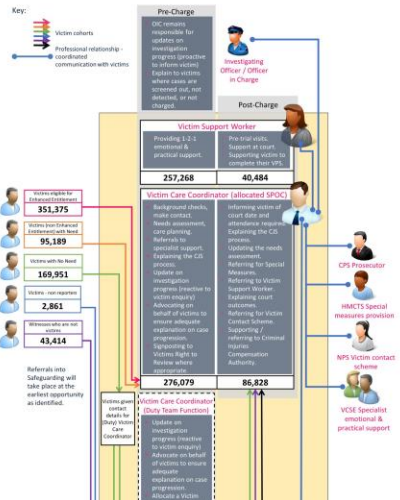
Impact Effort Matrix



Prototype formats

Each of these prototypes help you move from an initial idea to a finessed concept.

Concept Paper



Looks like, feels like Physical mock-up



Works like Role play experience



Paper prototypes show a basic idea as a diagram eg journey map, storyboard, service blue print. They help:

- Test if an idea has value and needs exploring further
- Identify what order something should or could happen in
- Identify questions and ideas for further prototyping

Desktop models simulate places, interactions and services. They help:

- Explore relationships between people, tasks, and products
- Identify what order something should or could happen in
- Identify how people expect something to work
- Identify immediate issues with the conceptual design

Experience prototypes, such as role playing or physical walk-throughs, help us to experience a process. Often they'll take place with some props or at the service delivery location to understand how things work in situ. They help us test:

- Flow and relationships between people, tasks, departments
- What interactions are most important to people
- Where the solution doesn't work

Prototype learning

Before you start testing and making things ascertain what it is you're trying to learn.

- What insights are we trying to gain?
- What assumptions do we want to verify?

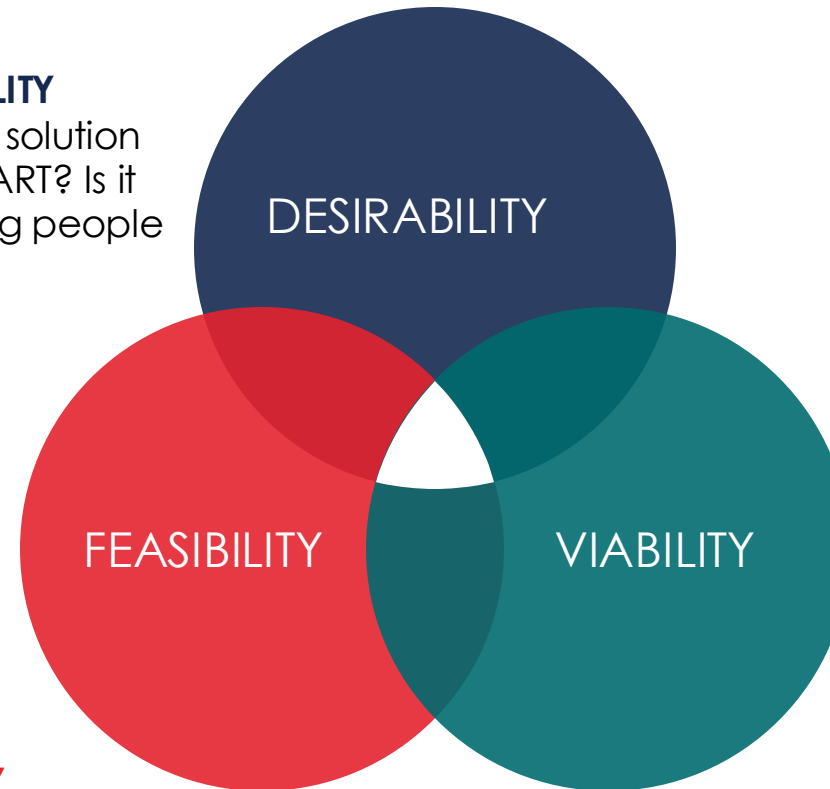
Standard questions include:

- Does the prototype do what is expected of it?
- What is the users reaction?
- Does it meet the users expectations?
- If the user had a magic wand what would they change?
- How high is the probability that the user will uptake the service if the prototype is implemented?

The best solutions lie at the intersection of desirability, feasibility, and viability.

DESIRABILITY

Does the solution address ART? Is it something people want?



FEASIBILITY

Can we do this? Do we have, or are able to get, the right skills and equipment to deliver it?

VIABILITY

Can we afford it? Will we be able to continue to afford it in the future?

Feedback capture grid

<p>I like Things you like or find remarkable</p>	<p>I wish Constructive criticism</p>
<p>Questions Questions that have arisen from the experience</p>	<p>Ideas Ideas that have arisen from the experience</p>

The grid is divided into four quadrants by a horizontal and a vertical line. In the center of the grid, there are four icons: a thumbs up icon in the top-left quadrant, a thumbs down icon in the top-right quadrant, a question mark icon in the bottom-left quadrant, and a lightbulb icon in the bottom-right quadrant.

Using the ART x Service Design toolkit

We're happy for organisations to use and share the ART x Service Design Toolkit– however please credit the London Borough of Newham when using this and let us know if you're happy to produce a case study.

If you have any questions and want some support **please get in touch with the Newham Health Equity Programme team:**
health.equity@newham.gov.uk

Pack author – Mehak Tejani, Adeola Agbebiyi and Henrietta Curzon

ART x Service Design - Henrietta Curzon

ART framework - Adeola Agbebiyi and Anne Bowers