

Programme Information Form (PIF)

1. Programme title	BSc Digital User Experience degree apprenticeship
2. Awarding institution	Middlesex University
3a Teaching institution	<input checked="" type="checkbox"/> Hendon <input type="checkbox"/> Dubai <input type="checkbox"/> Mauritius <input type="checkbox"/> Partner (please specify)
3b Language of study	English
4a Valid intake/completion dates	Intake: September or January Indicative completion dates: September or January
4b Mode of study (full/part time)	FT
4c Delivery method (On-campus/online or Distance Education)	On site / blended
5. Professional, Statutory, Regulatory Body (if appropriate)	NA
6. Apprenticeship Standard (if appropriate)	Digital User Experience (UX) Professional (Integrated Degree) apprenticeship standard (reference ST0470/1.0.)
7. Final qualification(s) available	BSc (Hons) Digital User Experience BSc Digital User Experience DipHE Digital User Experience CertHE Digital User Experience
8. Academic year effective from	2025/26

9. Criteria for admission to the programme

Please refer to the entry requirements as relevant to your programme type, subject, and level of study and plans to recognise prior achievement (RPL), referencing standard University English and/or Mathematics entry requirements and/or separate requirements for international students or mature entrants. Note that University policies for supporting access for students with disabilities apply, as described in the University Regulations 'Information for students with disabilities and learning difficulties'

- Employment in a relevant User Experience role and sponsored by an employer
- Evidence of the ability to successfully engage with reflective work-based learning based on pre-entry assessment
- Individual employers will be consulted/agree the selection criteria for candidates with the university. Most candidates will have English and Maths at Level 2. Relevant or prior experiential learning may also have to be considered as an alternative.

- Evidence of the ability to successfully engage with reflective work-based learning based on pre-entry assessment

The programme aims to:

- Provide an integrated degree apprenticeship that ensures full professional competence in line with the nationally approved Digital UX Degree Apprenticeship Standard.
- Meet the workforce development needs of employers by equipping apprentices with the skills, knowledge, and professional behaviours required in Digital User Experience (UX).
- Enable apprentices to gain direct industry experience and build a professional portfolio by applying UX principles, conducting research, and implementing usability best practices in real-world projects.
- Develop apprentices' ability to critically assess and enhance digital experiences through evaluation methods, user testing, and stakeholder collaboration, ensuring alignment with business goals and accessibility standards.
- Equip apprentices to advocate for user needs throughout the design and development process, effectively communicating insights to technical teams and business stakeholders.
- Develop apprentices' metacognitive capacity to coordinate, delegate and evaluate in environments where machine intelligence plays a central role.
- Promote inclusivity, sustainability, and ethical best practices in UX, ensuring that digital products and services are accessible, equitable, and user centred.
- Support ongoing personal and professional development, including leadership and coaching skills, to prepare apprentices for career progression and End Point Assessment.

11. Programme learning outcomes

On successful completion of this programme, apprentices will be able to:

Knowledge and Understanding

1. Critically evaluate theories, frameworks, and approaches that underpin user experience practice across diverse professional contexts.
2. Synthesize insights from human-computer interaction, psychology, and design to inform the development of inclusive digital experiences.
3. Analyse the implications of legal, ethical, and organisational standards on user centered design processes and decision-making.
4. Appraise the potential of emerging technologies and multi-platform environments to shape future user interactions and expectations.

Skills

5. Design and deliver UX research and testing strategies that generate actionable insights and meet industry standards.
6. Construct advanced prototypes and user journeys that integrate business goals, user needs, and technical constraints.
7. Present complex user experience concepts and research findings with clarity and influence to stakeholders across disciplines and levels.
8. Develop and implement a strategic plan for personal and professional development through critical reflection and portfolio-based evidence.

12. Teaching/learning methods

Outline the planned range of delivery methods for achieving the programme learning outcomes above. Include the type of learning activities planned, both face-to-face and online (e.g. workshop, labs, practicals) and indicate how this varies across the academic year and/or between levels of study (as relevant). Include plans to embed principle 5.2. (embedded practices) relevant to methods of delivery, including inclusive approach, and research informed teaching. This section should also indicate how you will direct students' independent study.

A blended learning approach will develop apprentices' knowledge, skills, and professional behaviours through structured, interactive, and reflective learning activities.

- Induction and progress review workshops provide orientation to the programme, set learning objectives, and review progress.
- Workshops and seminars engage apprentices in discussions, case studies, and problem-solving activities related to UX research, design, and evaluation.
- Computer-based exercises include hands-on individual and group activities such as usability testing and accessibility assessments.
- One-to-one tutorials and coaching provide personalised guidance and feedback from tutors and workplace mentors.
- Work-based learning allows apprentices to apply UX principles directly in professional settings for industry relevance.

- Formative feedback is provided through face-to-face discussions, virtual meetings, email, and discussion boards.
- Student-led online discussion forums encourage peer learning, collaboration, and knowledge sharing.
- Self-directed learning is supported by programme handbooks, the Virtual Learning Environment and library resources.

Learning is designed to be inclusive and research-informed:

- Accessible and inclusive materials follow universal design principles, with varied assessment methods accommodating different learning styles.
- Apprentices engage with current UX research, industry trends, and emerging technologies.
- Real-world projects, employer feedback, and applied research opportunities ensure industry integration.

Independent study and self-directed learning are supported through:

- Maintaining a learning journal and evidence log to track professional growth and reflect on experiences.
- Self-paced learning materials available via the VLE, allowing apprentices to engage with resources at their own pace.
- Conducting independent user research and UX evaluations aligned with workplace projects.
- Reflecting on industry trends, ethical implications, emerging UX methodologies, and sector developments.

¹ Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours	FT 3hrs	PT N/A
Approx. number of hours of independent study per week (at each level of study, as appropriate)	FT 8hrs	PT N/A
Approx. number of hours on placement (including placement, work-based learning or year abroad, as appropriate). <i>Where relevant, provide further details under 13c below.</i>	FT 14hrs	PT N/A

13. Employability

13a: Development of graduate competencies

Please outline how graduate competencies will be developed and articulated throughout the programme.

The programme is specifically designed to prepare apprentices to be fully competent in the role of a Digital User Experience Professional upon completion of both the bachelor's degree qualification and the apprenticeship.

All graduate competencies will be fully embedded and developed throughout the UX apprenticeship. Teaching and learning will follow a project and work based, problem focused approach, enabling apprentices to develop curiosity, critical thinking, and lifelong learning skills. Reflection, role-play activities, and presentations will enhance skills in empathetic communication, stakeholder engagement, and leadership. Apprentices will gain experience in

¹ This information will be used as part of our submission to Discover Uni (previously Unistats).
<http://www.mdx.ac.uk/about-us/policies/academic-quality/handbook/>

advocating for user needs, collaborating with technical teams, and influencing design decisions to create inclusive and effective digital experiences.

Formative and summative coursework will require apprentices to demonstrate collaborative innovation while working with colleagues in the workplace and engaging with fellow apprentices during workshop activities. Apprentices will develop technological agility, recognising that the power of UX lies in human-centred design and the ability to use research and digital tools to solve complex problems. This will be achieved through modules focused on UX Research Methods, Usability Evaluation, Accessibility, and UX Strategy.

Resilience, adaptability, and problem-solving skills will be developed through modules such as UX Design and Prototyping, User Research and Data-Driven Insights, and UX Leadership and Strategy. Apprentices will manage major research-based projects, applying innovative methodologies to project design, management, and delivery. By the end of the programme, apprentices will be equipped with the expertise to create user-centred digital experiences, ensuring accessibility, usability, and business viability in an ever-evolving digital landscape.

13b: Employability development

Please describe how employability will be embedded and evaluated within the programme. Include planned activities to support students' career readiness, engage with employer(s) to inform and contribute during the programme and evaluate the effectiveness of employability development across each level of study (as appropriate).

As a work-based learning Degree Apprenticeship programme, the apprentices/students will be engaged in relevant work throughout the programme, and will be combining learning on the job and off the job. Apprentices will be prepared to take on senior/leadership roles in Digital User Experience upon completion of the degree. Their 3 PDP modules will ensure that they develop a portfolio of industry standards that can secure their career progression. In the level 6 module DUX3001, apprentices will develop their leadership skills in the field of UX to achieve their own personal and professional development ambitions.

At the end of level 4, apprentices will develop foundational knowledge and skills in all fields of UX, and will be confident pre-deployment researchers. At the end of level 5 they will be skilled in UX processes during the deployment of a service and product and at the end of level 6 they will have developed advanced skills in post-deployment evaluation and integration of user-centred design with complex current and future business needs and social, economic technological developments.

13c: Placement and work experience opportunities (if applicable)

Please outline any opportunities within the programme to undertake placement and/or work experience. Please indicate whether these are compulsory or optional.

Not applicable. As a work-based learning Degree Apprenticeship programme, the apprentices/students will be engaged in work throughout the programme.

13d: Future careers / progression

Please overview the wide range of career and study pathways open to graduates on the programme.

Upon completion, apprentices will be fully qualified Digital User Experience Professionals in full-time professional employment. The degree apprenticeship will provide opportunities for career progression and advancement into leadership roles within the UX field.

Graduates can pursue roles such as:

- UX Designer
- UX Researcher
- UX Strategist
- Interaction Designer
- User Interface Designer
- Accessibility Specialist
- Service Designer
- Product Designer
- UX Lead

14. Assessment schedule

Please map the assessments used across the programme, indicating the timing and method of assessment, type of assessment (formative or summative) for each module, across each level of study. Add rows as required.

Level of study: 4							
Semester (please specify)	Module		Assessment				
	Title	Credit size	Learning Week	Method of assessment	Type of assessment (tick as appropriate)		
					Formative	Summative	
					Mid	End	
1,2,3	Professional Development Portfolio 1	15	1 - 42 Year-long module	Portfolio of professional asset, reflective account and PDP	x		x
1	Learning & Studying at Work	15	1 - 6	Coursework	x		x
1 - 2	Assessing digital product and service requirements	30	7 – 1 8	A portfolio of work	x		x
2 - 3	UX activities: Evaluating usability and effectiveness	30	19 - 30	A recorded presentation	x		x
3	Generative research	30	31 - 42	A portfolio of work	x		x
Level of study: 5							
Semester	Module		Assessment				
	Title	Credit size	Learning Week	Method of assessment	Type of assessment (tick as appropriate)		
					Formative	Summative	
					Mid	End	
1,2,3	Professional Development Portfolio 2	15	1 - 42 Year-long module	Portfolio of professional asset, reflective account and	x		x

				PDP			
1	User Types	30	1 - 12	A portfolio of work	x		x
2	Transforming findings into strategy	15	13 - 18	Coursework	x		x
2 - 3	Ideation and iterative development	30	19 - 30	A portfolio of work	x		x
3	User testing	30	31 - 42	Empirical report	x		x
Level of study: 6							
Semester	Module		Assessment				
	Title	Credit size	Learning Week	Method of assessment	Type of assessment (tick as appropriate)		
					Formative	Summative	
						Mid	End
1,2,3	Professional Development Portfolio 3	15	1 - 42 yr long module	Portfolio of professional asset, reflective account and PDP	x		x
1	UX in Business	30	1 - 12	Test and learn plan	x		x
2	UX in Service Design	15	13 - 18	Insight communication piece	x		x
2 - 3	Design for Future Problems	30	19 - 30	Report and proof of concept mock-up	x		x
3	Final Negotiated Digital UX Project: End-Point Assessment	30	31 - 42	Work-based project or professional discussion	x		x

14a. Assessment methods

Outline the planned range of assessment methods for demonstrating achievement of the programme learning outcomes above in section 11. These should align with the assessment information provided on the module narratives.

Apprentices' learning is assessed by:

- Professional Development Portfolio of Digital UX Work.
- Delivery of UX processes in variety of media formats and platforms
- Online 360 Feedback
- Work-based projects
- Demonstration and Application of Contemporary Methodologies
- Professional Development Plan
- Customer/Stakeholder Research
- Communication of research reports
- Pitches and presentations for internal and external stakeholders

- Professional conversation

15. Programme structure (level of study, modules, credits and progression requirements)
Please provide a structure map for full and part time students and for each cohort, campus or franchise where they are different.

15a: Structure of the programme

Full-time BSc Digital UX degree apprenticeship Sept Start

	Semester 1 Wks 1 - 12	Semester 2 Wks 13 - 24	Semester 3 Wks 25 - 36	Semester 3.5 Wks 37 – 42
Level 4	DUX1001 Professional Development Portfolio 1 (year-long module) 15 credits			
	DID1002 Learning & Studying at Work. 15 credits	DUX1003 Assessing digital product and service requirements. 30 credits	DUX1004 UX activities: Evaluating usability and effectiveness. 30 credits	DUX1005 Generative research. 30 credits
	Semester 1 Wks 1 - 12	Semester 2 Wks 13 - 24	Semester 3 Wks 25 - 36	Semester 3.5 Wks 37 – 42
Level 5	DUX2001 Professional Development Portfolio 2 (year-long module) 15 credits			
	DUX2002 User Types. 30 credits	DUX2003 Transforming findings into strategy. 15 credits	DUX2004 Ideation and iterative development 30 credits	DUX2005 User testing 30 credits
	Semester 1 Wks 1 - 12	Semester 2 Wks 13 - 24	Semester 3 Wks 25 - 36	Semester 3.5 Wks 37 – 42
Level 6	DUX3001 Professional Development Portfolio 3 (semester 1 & 2 module) 15 credits			
	DUX3002 UX in Business. 30 credits	DUX3003 UX in Service Design 15 credits	DUX3004 Design for Future Problems 30 credits	DUX3005 Final Negotiated Digital UX Project: End-Point Assessment 30 credits

Weeks align to apprenticeship 1 – 42 week structure

Full-time BSc Digital UX degree apprenticeship structure Jan Start

	Semester 2 Wks 1 - 12	Semester 3 Wks 13 - 24	Semester 3.5 & 1 Wks 25 - 36	Semester 1 Wks 37 - 42
Level 4	DUX1001 Professional Development Portfolio 1 (year-long module) 15 credits			
	DID1002 Learning & Studying at Work. 15 credits	DUX1003 Assessing digital product and service requirements. 30 credits	DUX1004 UX activities: Evaluating usability and effectiveness. 30 credits	DUX1005 Generative research. 30 credits
	Semester 2 Wks 1 - 12	Semester 3 Wks 13 - 24	Semester 3.5 & 1 Wks 25 - 36	Semester 1 Wks 37 - 42
Level 5	DUX2001 Professional Development Portfolio 2 (year-long module) 15 credits			
	DUX2002 User Types. 30 credits	DUX2003 Transforming findings into strategy. 15 credits	DUX2004 Ideation and iterative development 30 credits	DUX2005 User testing 30 credits
	Semester 2 Wks 1 - 12	Semester 3 Wks 13 - 24	Semester 3.5 & 1 Wks 25 - 36	Semester 1 Wks 37 - 42
Level 6	DUX3001 Professional Development Portfolio 3 (semester 1 & 2 module) 15 credits			
	DUX3002 UX in Business. 30 credits	DUX3003 UX in Service Design 15 credits	DUX3004 Design for Future Problems 30 credits	DUX3005 Final Negotiated Digital UX Project: End-Point Assessment 30 credits

Weeks align to apprenticeship 1 – 42 week structure

- To achieve a CertHE Digital User Experience, apprentices need to complete 120 credits in any modules.
- To achieve a DipHE Digital User Experience, apprentices need to complete 240 credits in any modules.
- To achieve an Ordinary Degree in Digital User Experience, apprentices need to complete 300 credits in any modules.
- To achieve a BSc (Hons) in Digital User Experience degree apprenticeship, apprentices need to successfully complete all 360 credits.

15b: Levels and modules

Please list all modules by level of study and indicate whether compulsory or optional. Detail any progression requirements for each level of study (as appropriate).

Level 4

Compulsory (Core)

Optional (Elective)

Progression requirements

DUX1001 Professional Development Portfolio 1 DID1002 Learning & Studying at Work DUX1003 Assessing digital product and service requirements DUX1004 UX activities: Evaluating usability and effectiveness DUX1005 Generative research	N/A	Students must pass at least 90 credits to progress to Level 5. <i>To achieve Honours, failed credit will need to be repeated.</i>
Level 5		
DUX2001 Professional Development Portfolio 2 DUX2002 User Types DUX2003 Transforming findings into strategy DUX2004 Ideation and iterative development DUX2005 User testing	N/A	Students must have passed at least 210 credits to progress to Level 6. <i>To achieve Honours, failed credit will need to be repeated.</i>
Level 6		
DUX3001 Professional Development Portfolio 3 DUX3002 UX in Business DUX3003 UX in Service Design DUX3004 Design for Future Problems DUX3005 Final Negotiated Digital UX Project: End-Point Assessment	N/A	
15c: Non-compensatory modules <i>Please list any modules that cannot be compensated, where applicable.</i>		
Module level	Module code	
Level 6	DUX3005 Final Negotiated Digital UX Project: End-Point Assessment	

16. Programme-specific support for learning

Please list any discipline-specific, specialist support on offer to students on the programme. Whilst academic advising is a standard offer at UG (except for HDA), please include it where this is offered on a PGT programme.

Support for learning for individuals undertaking this joint programme will include the following:
From Middlesex University

- Programme and module induction
- Support from Programme and Module Leaders/Tutors
- Programme and Module Handbooks
- Support through the University's MyMDX, MyLearning and other on-line learning technologies
- e-Assessment resources such as Turnitin
- Middlesex University Libraries: <https://www.mdx.ac.uk/study/facilities/libraries/>
- Middlesex University Academic and Learning Support Services: <https://www.mdx.ac.uk/student-life/student-support/>
- Middlesex University Disability and dyslexia service: <https://www.mdx.ac.uk/student-life/student-support/disability-and-neurodiversity-support/>

From the workplace:

As a Degree Apprenticeship and work-based programme of study, learning will also be supported in the workplace by an identified workplace coach to:

- Review progress and other professional learning or skill needs and record in the online Learning Journal
- Provide constructive feedback, with suggestions on how to make improvements in professional learning

Support the identification of work-based projects and activities that can contribute to achieving programme and apprenticeship outcomes.

17. HECos code(s)

40% 100736 human-computer interaction
30% 100440 digital media
30% 100846 market research

18. Relevant QAA subject benchmark(s)

[QAA – Higher Education in Apprenticeships Characteristics Statement \(June 2022\)](#)
[QAA – Subject Benchmark Statement: Art and Design \(August 2020\)](#)

19. University Regulations

It is expected that the programme will adhere to the University Regulations. Please insert the link to the relevant regulations and list any agreed exemptions.

The Middlesex [University Regulations for Apprenticeship Provision](#) apply to this programme.

20. Reference points

Please provide a bulleted list of any internal and external reference points used in designing the programme. If not referenced elsewhere.

- *Internal examples include:*
 - *Assessment Regulations*
 - *University Learning and Teaching policies and strategies, such as 2031 Learning Framework or Graduate Competencies*
- *External examples include:*
 - *The QAA Quality Code for Higher Education.*
 - *The QAA Frameworks for Higher Education Qualifications.*
 - *United Nations Sustainable Development Goals and its 2030 Agenda for Sustainable Development.*

External reference points:

[Digital](#) user experience (UX) professional (integrated degree) (level 6)

[Education and Skills Funding Agency \(ESFA\) – Apprenticeship Funding Rules \(main providers\) \(2024-2025\)](#)

[Home Office – Prevent Duty Guidance for Higher Education Institutions in England and Wales \(March 2024\)](#)

[Ofsted – Education Inspection Framework \(EIF\) \(July 2023\)](#)

[QAA – UK Quality Code for Higher Education \(2024\)](#)

The programme is also informed by the following internal sources:

- The Middlesex University regulations
- Middlesex University policies on academic quality; concerns and complaints; data protections; employability; environment; equal opportunity; ethics; freedom of speech; health and safety; modern slavery statement; student conduct and discipline rules; and widening access to higher education;
- Strategy documents, on learning, teaching and assessment produced or curated by CAPE, especially on technology enhanced learning (TEL) and inclusivity in the curriculum;
- Guidelines developed by the Faculty of Arts and Creative Industries Learning and Teaching Committee.

21. Methods for evaluating and improving the quality and standards of learning

Please reference any **non-standard methods** for reviewing and evaluating the quality of learning or any **modifications** to the standard approach.

Standard methods include:

- *Operating within a School, Faculty and University framework for quality evaluation and enhancement.*
- *Regular monitoring of programme and module delivery.*
- *Continuing opportunity for feedback from students during workshops and seminars.*

- *Regular feedback from students through Programme Voice Groups.*
- *Surveys completed by students during their programme (e.g. module survey, NSS, PTES).*
- *Participation by staff in external curriculum related staff development programmes.*
- *Regular discussions in Departmental meetings.*
- *Annual appraisal of academic staff.*
- *Peer observation of teaching.*
- *External Examiners' moderation of summative assessments, their end of year reports and our responses to those reports.*
- *Annual monitoring and enhancement review process.*

N/A

22. Curriculum map for: Digital User Experience degree apprenticeship

22a. Programme learning outcomes

This section shows the highest level at which programme outcomes are to be achieved by all, and maps programme learning outcomes against the modules in which they are assessed.

Knowledge and understanding	
A1	Critically evaluate theories, frameworks, and approaches that underpin user experience practice across diverse professional contexts.
A2	Synthesize insights from human-computer interaction, psychology, and design to inform the development of inclusive digital experiences.
A3	Analyse the implications of legal, ethical, and organisational standards on user centered design processes and decision-making.
A4	Appraise the potential of emerging technologies and multi-platform environments to shape future user interactions and expectations.
Skills	
B1	Design and deliver UX research and testing strategies that generate actionable insights and meet industry standards.
B2	Construct advanced prototypes and user journeys that integrate business goals, user needs, and technical constraints.
B3	Present complex user experience concepts and research findings with clarity and influence to stakeholders across disciplines and levels.
B4	Develop and implement a strategic plan for personal and professional development through critical reflection and portfolio-based evidence.

Programme learning outcomes							
A1	A2	A3	A4	B1	B2	B3	B4
Highest level achieved by graduates							
6	6	6	6	6	6	6	6

22b. Mapping by level of study and module

Module Title	Module Code by Level of study								
		A1	A2	A3	A4	B1	B2	B3	B4
Level of study 4									
Professional Development Portfolio 1	DUX1001							x	x
Learning & Studying at Work	DID1002			x				x	x
Assessing digital product and service requirements	DUX1003	x		x		x	x		
UX activities: Evaluating usability and effectiveness	DUX1004	x				x	x		
Generative research	DUX1005		x			x			
Level of study 5		A1	A2	A3	A4	B1	B2	B3	B4
Professional Development Portfolio 2	DUX2001							x	x
User Types	DUX2002		x			x			
Transforming findings into strategy	DUX2003		x		x		x		
Ideation and iterative development	DUX2004				x		x		
User testing	DUX2005	x				x	x		
Level of study 6		A1	A2	A3	A4	B1	B2	B3	B4
Professional Development Portfolio 3	DUX3001							x	x
UX in Business	DUX3002	x		x		x			
UX in Service Design	DUX3003		x		x			x	
Design for Future Problems	DUX3004		x		x		x		
Final Negotiated Digital UX Project: End-Point Assessment	DUX3005	x	x			x	x	x	

22c. For Higher and Degree Apprenticeship's only: Knowledge, Skills, Behaviours Mapping

Please map the knowledge, skills and behaviours of the apprenticeship standard to each module, across all levels of study. Add further columns and rows as required and remove example rows before submission. Where the list of knowledge, skills or behaviours exceeds 20, use a new table. All modules must have at least one KSB allocated to them and all KSBs must be covered by at least one module.

Knowledge and understanding	
K1	The full scope of the discipline of UX, including definitions, principles and ontologies, as well as the different perspectives, approaches or schools of thought and the theories that underpin them. Advanced methods and techniques to review, consolidate, extend and synthesise their knowledge and understanding, and to initiate and carry out projects.
K2	Key schools of thought and specialist areas of practice, including Human Computer Interaction (HCI) and sociological, psychological and design approaches to UX, including User Centred Design (UCD), data-led design and experimental testing.
K3	The essential concepts of digital product design, service design and User Interface (UI) design, and how these fundamental concepts can be applied to new and emerging forms of user interaction.
K4	The broad and evolving digital landscape, including the interaction between online and offline, and the various channels that direct users to products and services (search engines, direct traffic, referrals etc.), including how to critically analyse and interpret analytics data.
K5	The non-functional aspects of digital product/service development and improvement and the relationship they have with user experience (e.g. performance, cyber security, interoperability).
K6	The changing role of digital in human experiences and the impact of technology in social, commercial, environmental and cultural contexts and how to operate within ambiguous and uncertain situations.
K7	How to achieve an ethical balance when applying psychological and persuasive techniques (e.g. scarcity, reciprocity and social proofing) to encourage users to carry out desired actions.
K8	How UX principles adapt to accommodate different forms of interaction across multiple touchpoints (physical and/or digital), and to formulate and apply these principles in complex contexts.
K9	How to initiate and deploy accurately established techniques of UX practices to new and emerging technologies and interfaces (e.g. conversational UI, wearable UI, multimodal UI, and augmented, virtual and mixed reality (AR, VR and MR) interfaces).
K10	How UX practices and design recommendations can be effectively applied throughout development, improvement and continuous delivery life cycles using a range of methodologies, including iterative, agile and lean approaches.
K11	How to solve problems through testing and evaluating solutions via analysis of test data and results from feasibility, acceptance and usability testing.
K12	How to interpret organisational policies, standards and guidelines in relation to their impact on UX, and anticipate any potential conflicts between organisational and user needs.

K13	The legal, ethical, professional and regulatory frameworks which affect digital products and services.
K14	The benefits and constraints of creating inclusive user experiences, including how to critically analyse and evaluate designs against accessibility guidelines, policies and regulatory requirements.
K15	Awareness and understanding of the core tools and technologies involved in digital product and service design and development, including a basic level of knowledge of the advantages of certain tools and technologies for specific applications and purposes.
Skills	
S1	Apply creative, analytical and critical thinking skills to the design, development and improvement of UX solutions and systematically analyse and apply structured problem-solving techniques to complex UX challenges.
S2	Use design thinking and/or service design methods to determine the design and implementation of new value propositions, products and services, and improve existing ones.
S3	Select, formulate and apply from a range of user research methods including those from the fields of Human Computer Interaction (HCI), sociology, psychology and ethnography, including qualitative and quantitative approaches.
S4	Compose, construct and use multiple user research approaches to form an understanding of user populations, including surveys, field based research, contextual inquiry, user interviews, focus groups, stakeholder interviews/workshops, formative lab-based and direct user testing sessions (e.g. acceptance and usability testing).
S5	Critically analyse and evaluate assumptions and findings to understand user and stakeholder needs (including behaviours, emotions, beliefs and preferences), and define the solutions' functional, non-functional, structural and content requirements.
S6	Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.
S7	Analyse, interpret, synthesise and apply insights, to inform the development of personas, user journeys and system workflows, to ensure user and organisational needs are met.
S8	Design, facilitate and evaluate experimental tests using tools such as A/B and multivariate testing to enable a data-led approach to the development and continual improvement of UX solutions.
S9	Design, facilitate and evaluate requirements gathering, ideation and co-design activities, involving stakeholders and/or users.
S10	Creatively explore and devise a range of design solutions, including the production of system and user flows, static wireframes and prototypes of varying degree of fidelity, from paper prototypes to interactive prototypes.
S11	Adapt and evaluate design solutions according to the context of intended use, including responsive, mobile, online, offline, personal, public and enterprise, working with multidisciplinary product teams to assess the impact of implementing specific design recommendations.
S12	Design and refine clear, logical information architectures for content and data.
S13	Independently analyse test data, interpret results and evaluate the suitability of proposed solutions, considering current and future contexts of use, including in consultation with team members from other disciplines to ascertain a holistic view on the applicability of design recommendations.
S14	Articulate and communicate complex information, concepts and ideas effectively and concisely, through written, visual and verbal means.
S15	Communicate concepts in a manner appropriate to the audience, adapting communication techniques accordingly between user research participants, stakeholders or varying degrees of seniority and team members from a broad spectrum of specialist fields.

S16	Manage expectations and present user research insight, proposed solutions and/or test findings to clients and stakeholders.
S17	Use advanced cognitive skills to deal with competing interests within and outside the organisation, through well-reasoned arguments and excellent negotiation skills.
S18	Work autonomously and interact effectively within wide, multidisciplinary teams, including designers, developers, engineers, analysts, project managers etc.
S19	Identify the preferences, motivations, strengths and limitations of other people and apply these insights in order to work more effectively with and to motivate others.
S20	Demonstrate competence in customer service, in active listening and in leading, influencing and persuading others.
S21	Balance and trade-off competing quality, time and budget criteria, demonstrating understanding of business need, managing time effectively and being able to plan and complete UX activities to schedule.
Behaviours	
B1	Is passionate about creating effective, efficient, delightful and innovative solutions that enhance user experience through the appropriate balance of form and function.
B2	Has a strong work ethic and commitment in order to meet the standards required.
B3	Is reliable, objective and capable of independent and team working, and acts with integrity with respect to confidentiality, the protection of personal data and online safety.
B4	Champions accessibility and diversity in order to create inclusive solutions.
B5	Is driven to keep up to date with the latest UX trends, tools, techniques and practices to support the ongoing development of their own skills and knowledge and the sharing of that knowledge to develop the skills of others.
B6	Exercises initiative and personal responsibility and has the ability to continuously develop professionally.
B7	Undertakes independent decision-making in complex, unpredictable and changing circumstances.
B8	Is comfortable and confident interacting with people from different backgrounds and demographics and in delivering excellent customer service.

Programme learning outcomes														
K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15
Highest level achieved by graduates														
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Programme learning outcomes																				
S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21
Highest level achieved by graduates																				
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Programme learning outcomes							
B1	B2	B3	B4	B5	B6	B7	B8
Highest level achieved by graduates							
6	6	6	6	6	6	6	6

Knowledge																				
Module Code	Module Title	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15				
DUX1001	Professional Development Portfolio 1	X		X			X	X		X										
DID1002	Learning & Studying at Work	X		X																
DUX1003	Assessing digital product and service requirements	X				X							X		X	X				
DUX1004	UX activities: Evaluating usability and effectiveness	X	X	X	X		X		X	X	X					X				
CSA1177	Generative research	X	X					X												
DUX2001	Professional Development Portfolio 2	X		X			X	X		X										
DUX2002	User Types		X				X		X				X		X					
DUX2003	Transforming findings into strategy				X										X					
CSA2177	Ideation and iterative development		X	X					X						X					
DUX2005	User testing		X									X								
DUX3001	Professional Development Portfolio 3	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
DUX3002	UX in Business											X			X					
DUX3003	UX in Service Design			X		X		X			X		X	X						

DUX3004	Design for Future Problems		X				X			X		X				X							
DUX3005	Final Negotiated Digital UX Project: End-Point Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						

Skills

Module Code	Module Title	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
DUX1001	Professional Development Portfolio 1													X	X								
DID1002	Learning & Studying at Work	X								X													
DUX1003	Assessing digital product and service requirements					X				X		X											
DUX1004	UX activities: Evaluating usability and effectiveness	X	X	X																			X
CSA1177	Generative research		X	X												X							
DUX2001	Professional Development Portfolio 2													X	X								
DUX2002	User Types		X			X		X			X												
DUX2003	Transforming findings into strategy	X				X	X	X															
CSA2177	Ideation and iterative development		X							X	X	X	X			X	X	X	X	X	X		
DUX2005	User testing			X	X				X										X				

DUX3001	Professional Development Portfolio 3													X	X			X	X	X	X	
DUX3002	UX in Business	X				X	X					X	X	X								
DUX3003	UX in Service Design		X						X	X					X	X	X	X	X	X		
DUX3004	Design for Future Problems	X	X				X				X											
DUX3005	Final Negotiated Digital UX Project: End-Point Assessment	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Behaviours

Module Code	Module Title	B1	B2	B3	B4	B5	B6	B7	B8												
DUX1001	Professional Development Portfolio 1	X	X	X	X	X	X	X													
DID1002	Learning & Studying at Work	X																			
DUX1003	Assessing digital product and service requirements								X												
DUX1004	UX activities: Evaluating usability and effectiveness	X				X															
CSA1177	Generative research			X					X												
DUX2001	Professional Development Portfolio 2	X	X	X	X	X	X	X													
DUX2002	User Types	X		X	X				X												

DUX2003	Transforming findings into strategy			X																
CSA2177	Ideation and iterative development	X		X	X				X											
DUX2005	User testing			X	X				X											
DUX3001	Professional Development Portfolio 3	X	X	X	X	X	X	X	X											
DUX3002	UX in Business		X																	
DUX3003	UX in Service Design				X				X	X										
DUX3004	Design for Future Problems	X							X											
DUX3005	Final Negotiated Digital UX Project: End-Point Assessment	X	X	X	X	X	X	X	X											

22d. For Higher and Degree Apprenticeship’s only: Achievement of Professional Competence Mapping

Against the required knowledge, skills and behaviours please indicate how professional competence will be achieved across the programme. Indicate how this will prepare the apprentice for End-Point Assessment (EPA). Please note that all KSBs must be assessed at the level of the apprenticeship standard.

Knowledge		How professional competence will be achieved
K1	The full scope of the discipline of UX, including definitions, principles and ontologies, as well as	<p>Duty 1: DUX1003: Assessing digital product and service requirements</p> <p>A portfolio of work that demonstrates the student's ability to apply behavioural theories and UX research techniques to assess digital product and service requirements. The portfolio could include:</p>

	<p>the different perspectives, approaches or schools of thought and the theories that underpin them. Advanced methods and techniques to review, consolidate, extend and synthesise their knowledge and understanding, and to initiate and carry out projects.</p>	<ul style="list-style-type: none"> - A 2500-word reflective piece on the application of behavioural theories - A research report outlining the student's approach to secondary UX research techniques. - A stakeholder map that visually maps key decision-makers and their influence on the project. <p>Duty 2 and 3: DUX1004: UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 4: CSA1177: Generative Research</p> <p>A portfolio of work that demonstrates the student's ability to design, conduct, and analyse primary UX research. This portfolio may include: A research and analysis plan, outlining objectives, methodologies, and ethical considerations. Pilot data collection and analysis, demonstrating execution of a primary research study and initial insights.</p> <p>Duty 11 and 13: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year 3. Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period
<p>K2</p>	<p>Key schools of thought and specialist areas of practice, including Human Computer Interaction (HCI) and sociological, psychological and design approaches to UX, including User Centred Design (UCD), data-led design and</p>	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 4: DUX1005 Generative research</p> <p>A portfolio of work that demonstrates the student's ability to design, conduct, and analyse primary UX research. This portfolio may include:</p>

	<p>experimental testing.</p>	<ul style="list-style-type: none"> • A research and analysis plan, detailing objectives, methodologies, and ethical considerations. • Pilot data collection and analysis, showcasing the execution of a primary research study and initial insights. • Creation of personas or other relevant research artefacts to turn research insights into tangible design solutions. <p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student’s ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student’s ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p> <p>Duty 7: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period. <p>Duty 14: DUX3004 Design for Future Problems</p>
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K3	<p>The essential concepts of digital product design, service design and User Interface (UI) design, and how these fundamental concepts can be applied to new and emerging forms of user interaction.</p>	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 7: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 11: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ul style="list-style-type: none"> • Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. • A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. • A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period.

		<p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p> <p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p>
K4	<p>The broad and evolving digital landscape, including the interaction between online and offline, and the various channels that direct users to products and services (search engines, direct traffic, referrals etc.), including how to critically analyse and interpret analytics data.</p>	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 5: DUX2003 Transforming findings into strategy</p> <p>The assessment will be made up of two parts. A report which will articulate a clear problem statement based on user research, linking it to user needs, goals, and context, while reflecting on business objectives and accessibility.</p> <p>An artefact which will involve creating a "How Might We" statement or similar framework, transforming the problem into an actionable opportunity, aligned with agile principles and stakeholder collaboration.</p> <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period.
K5	<p>The non-functional aspects of digital product/service development and improvement and the</p>	<p>Duty 1: DUX1003 Assessing digital product and service requirements</p> <p>A portfolio of work that demonstrates the student's ability to apply behavioural theories and UX research techniques to assess digital product and service requirements. The portfolio could include:</p>

	<p>relationship they have with user experience (e.g. performance, cyber security, interoperability).</p>	<ul style="list-style-type: none"> - A 2500-word reflective piece on the application of behavioural theories - A research report outlining the student's approach to secondary UX research techniques. - A stakeholder map that visually maps key decision-makers and their influence on the project. <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period.
<p>K6</p>	<p>The changing role of digital in human experiences and the impact of technology in social, commercial, environmental and cultural contexts and how to operate within ambiguous and uncertain situations.</p>	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student's ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student's ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p> <p>Duty 11 and 13: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3 Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p>

		<ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period <p>Duty 14: DUX3004 Design for Future Problems</p> <p>Research report on how one or more larger contextual factor such as emerging technologies (e.g. AI), ethics, regulatory landscape, sustainable design, or profitability affect UX and might change the ways of working in the future. Plus, a mockup of how XR or conversational interfaces could be implemented as part of a product.</p>
K7	How to achieve an ethical balance when applying psychological and persuasive techniques (e.g. scarcity, reciprocity and social proofing) to encourage users to carry out desired actions.	<p>Duty 4: DUX1005 Generative research</p> <p>A portfolio of work that demonstrates the student’s ability to design, conduct, and analyse primary UX research. This portfolio may include:</p> <ul style="list-style-type: none"> • A research and analysis plan, detailing objectives, methodologies, and ethical considerations. • Pilot data collection and analysis, showcasing the execution of a primary research study and initial insights. • Creation of personas or other relevant research artefacts to turn research insights into tangible design solutions. <p>Duty 11 and 13: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p>

		<p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p>
<p>K8</p>	<p>How UX principles adapt to accommodate different forms of interaction across multiple touchpoints (physical and/or digital), and to formulate and apply these principles in complex contexts.</p>	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student's ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student's ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p> <p>Duty 7: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year.

		<p>3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period.</p>
K9	<p>How to initiate and deploy accurately established techniques of UX practices to new and emerging technologies and interfaces (e.g. conversational UI, wearable UI, multimodal UI, and augmented, virtual and mixed reality (AR, VR and MR) interfaces).</p>	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 11 and 13: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period <p>Duty 14: DUX3004 Design for Future Problems</p> <p>Research report on how one or more larger contextual factor such as emerging technologies (e.g. AI), ethics, regulatory landscape, sustainable design, or profitability affect UX and might change the ways of working in the future. Plus, a mockup of how XR or conversational interfaces could be implemented as part of a product.</p>
K10	<p>How UX practices and design recommendations can be effectively applied throughout development, improvement and continuous delivery life cycles using a range of methodologies, including iterative, agile and lean approaches.</p>	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p> <p>An insight communication piece (In visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p>

		<p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period.
K11	<p>How to solve problems through testing and evaluating solutions via analysis of test data and results from feasibility, acceptance and usability testing.</p>	<p>Duty 10: DUX3002 UX in Business</p> <p>A test and learn plan based on the evaluation of a live product or service, covering how well the deployment achieved its objectives and proposing further refinements.</p> <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period. <p>Duty 14: DUX3004 Design for Future Problems</p> <p>Research report on how one or more larger contextual factor such as emerging technologies (e.g. AI), ethics, regulatory landscape, sustainable design, or profitability affect UX and might change the ways of working in the future. Plus, a mockup of how XR or conversational interfaces could be implemented as part of a product.</p> <p>Duty 8: DUX2005 User testing</p>

		Empirical report on user testing, including a testing plan (that mentions accessibility plans), presentation and analysis of results of the user tests conducted and reflection on how key findings should influence the design and deployment of digital product or service.
K12	How to interpret organisational policies, standards and guidelines in relation to their impact on UX, and anticipate any potential conflicts between organisational and user needs.	<p>Duty 1: DUX1003 Assessing digital product and service requirements</p> <p>A portfolio of work that demonstrates the student's ability to apply behavioural theories and UX research techniques to assess digital product and service requirements. The portfolio could include:</p> <ul style="list-style-type: none"> - A 2500-word reflective piece on the application of behavioural theories - A research report outlining the student's approach to secondary UX research techniques. - A stakeholder map that visually maps key decision-makers and their influence on the project. <p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student's ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student's ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p> <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p> <p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period.
K13	The legal, ethical,	Duty 9 and 15: DUX3003 Service Design beyond the Screen

	<p>professional and regulatory frameworks which affect digital products and services.</p>	<p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period.
<p>K14</p>	<p>The benefits and constraints of creating inclusive user experiences, including how to critically analyse and evaluate designs against accessibility guidelines, policies and regulatory requirements.</p>	<p>Duty 1: DUX1003 Assessing digital product and service requirements</p> <p>A portfolio of work that demonstrates the student's ability to apply behavioural theories and UX research techniques to assess digital product and service requirements. The portfolio could include:</p> <ul style="list-style-type: none"> - A 2500-word reflective piece on the application of behavioural theories - A research report outlining the student's approach to secondary UX research techniques. - A stakeholder map that visually maps key decision-makers and their influence on the project. <p>Duty 5: DUX2003 Transforming findings into strategy</p> <p>The assessment will be made up of two parts. A report which will articulate a clear problem statement based on user research, linking it to user needs, goals, and context, while reflecting on business objectives and accessibility.</p> <p>An artefact which will involve creating a "How Might We" statement or similar framework, transforming the problem into an actionable opportunity, aligned with agile principles and stakeholder collaboration.</p> <p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student's ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student's ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p>

		<p>Duty 7: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 10: DUX3002 UX in Business</p> <p>A test and learn plan based on the evaluation of a live product or service, covering how well the deployment achieved its objectives and proposing further refinements.</p> <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period.
K15	Awareness and understanding of the core tools and technologies involved in digital product and service design and development, including a basic level of knowledge of the advantages of certain	<p>Duty 1: DUX1003 Assessing digital product and service requirements</p> <p>A portfolio of work that demonstrates the student's ability to apply behavioural theories and UX research techniques to assess digital product and service requirements. The portfolio could include:</p> <ul style="list-style-type: none"> - A 2500-word reflective piece on the application of behavioural theories - A research report outlining the student's approach to secondary UX research techniques. - A stakeholder map that visually maps key decision-makers and their influence on the project.

	tools and technologies for specific applications and purposes.	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 14: DUX3004 Design for Future Problems</p> <p>Research report on how one or more larger contextual factor such as emerging technologies (e.g. AI), ethics, regulatory landscape, sustainable design, or profitability affect UX and might change the ways of working in the future. Plus, a mockup of how XR or conversational interfaces could be implemented as part of a product.</p>
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Skills		How professional competence will be achieved
S1	Apply creative, analytical and critical thinking skills to the design, development and improvement of UX solutions and systematically analyse and apply structured problem-solving techniques to complex UX challenges.	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 5: DUX2003 Transforming findings into strategy</p> <p>The assessment will be made up of two parts. A report which will articulate a clear problem statement based on user research, linking it to user needs, goals, and context, while reflecting on business objectives and accessibility.</p> <p>An artefact which will involve creating a "How Might We" statement or similar framework, transforming the problem into an actionable opportunity, aligned with agile principles and stakeholder collaboration.</p> <p>Duty 10: DUX3002 UX in Business</p> <p>A test and learn plan based on the evaluation of a live product or service, covering how well the deployment achieved its objectives and proposing further refinements.</p> <p>Duty 14: DUX3004 Design for Future Problems</p> <p>Research report on how one or more larger contextual factor such as emerging technologies (e.g. AI), ethics, regulatory landscape, sustainable design, or profitability affect UX and might change the ways of working in the future. Plus, a mockup of how XR or conversational interfaces could be implemented as part of a product.</p>
S2	Use design thinking and/or service design methods to determine the design and	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how</p>

	<p>implementation of new value propositions, products and services, and improve existing ones.</p>	<p>findings inform design improvements.</p> <p>Duty 4: DUX1005 Generative research</p> <p>A portfolio of work that demonstrates the student's ability to design, conduct, and analyse primary UX research. This portfolio may include:</p> <ul style="list-style-type: none"> • A research and analysis plan, detailing objectives, methodologies, and ethical considerations. • Pilot data collection and analysis, showcasing the execution of a primary research study and initial insights. • Creation of personas or other relevant research artefacts to turn research insights into tangible design solutions. <p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student's ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student's ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p> <p>Duty 7: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p> <p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 14: DUX3004 Design for Future Problems</p> <p>Research report on how one or more larger contextual factor such as emerging technologies (e.g. AI), ethics, regulatory landscape, sustainable design, or profitability affect UX and might change the ways of working in the future. Plus, a mockup of how XR or conversational interfaces could be implemented as part of a product.</p>
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<p>S3</p>	<p>Select, formulate and apply from a range of user research methods including those from the fields of Human Computer Interaction (HCI), sociology, psychology and ethnography, including qualitative and quantitative approaches.</p>	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 4: DUX1005 Generative research</p> <p>A portfolio of work that demonstrates the student's ability to design, conduct, and analyse primary UX research. This portfolio may include:</p> <ul style="list-style-type: none"> • A research and analysis plan, detailing objectives, methodologies, and ethical considerations. • Pilot data collection and analysis, showcasing the execution of a primary research study and initial insights. • Creation of personas or other relevant research artefacts to turn research insights into tangible design solutions. <p>Duty 8: DUX2005 User testing</p> <p>Empirical report on user testing, including a testing plan (that mentions accessibility plans), presentation and analysis of results of the user tests conducted and reflection on how key findings should influence the design and deployment of digital product or service.</p>
<p>S4</p>	<p>Compose, construct and use multiple user research approaches to form an understanding of user populations, including surveys, field based research, contextual inquiry, user interviews, focus groups, stakeholder interviews/workshops, formative lab-based and direct user testing sessions (e.g. acceptance and usability testing).</p>	<p>Duty 8: DUX2005 User testing</p> <p>Empirical report on user testing, including a testing plan (that mentions accessibility plans), presentation and analysis of results of the user tests conducted and reflection on how key findings should influence the design and deployment of digital product or service.</p>
<p>S5</p>	<p>Critically analyse and evaluate assumptions and findings to understand user and stakeholder needs</p>	<p>Duty 1: DUX1003 Assessing digital product and service requirements</p> <p>A portfolio of work that demonstrates the student's ability to apply behavioural theories and UX research techniques to assess digital product and service requirements. The portfolio could include:</p>

	<p>(including behaviours, emotions, beliefs and preferences), and define the solutions' functional, non-functional, structural and content requirements.</p>	<ul style="list-style-type: none"> - A 2500-word reflective piece on the application of behavioural theories - A research report outlining the student's approach to secondary UX research techniques. - A stakeholder map that visually maps key decision-makers and their influence on the project. <p>Duty 5: DUX2003 Transforming findings into strategy The assessment will be made up of two parts. A report which will articulate a clear problem statement based on user research, linking it to user needs, goals, and context, while reflecting on business objectives and accessibility.</p> <p>An artefact which will involve creating a "How Might We" statement or similar framework, transforming the problem into an actionable opportunity, aligned with agile principles and stakeholder collaboration.</p> <p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student's ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student's ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p> <p>Duty 10: DUX3002 UX in Business</p> <p>A test and learn plan based on the evaluation of a live product or service, covering how well the deployment achieved its objectives and proposing further refinements.</p>
<p>S6</p>	<p>Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.</p>	<p>Duty 5: DUX2003 Transforming findings into strategy The assessment will be made up of two parts. A report which will articulate a clear problem statement based on user research, linking it to user needs, goals, and context, while reflecting on business objectives and accessibility.</p> <p>An artefact which will involve creating a "How Might We" statement or similar framework, transforming the problem into an actionable opportunity, aligned with agile principles and stakeholder collaboration.</p> <p>Duty 10: DUX3002 UX in Business A test and learn plan based on the evaluation of a live product or service, covering how well the deployment achieved its objectives and proposing further refinements.</p> <p>Duty 14: DUX3004 Design for Future Problems</p>

		Research report on how one or more larger contextual factor such as emerging technologies (e.g. AI), ethics, regulatory landscape, sustainable design, or profitability affect UX and might change the ways of working in the future. Plus, a mockup of how XR or conversational interfaces could be implemented as part of a product.
S7	Analyse, interpret, synthesise and apply insights, to inform the development of personas, user journeys and system workflows, to ensure user and organisational needs are met.	<p>Duty 5: DUX2003 Transforming findings into strategy The assessment will be made up of two parts. A report which will articulate a clear problem statement based on user research, linking it to user needs, goals, and context, while reflecting on business objectives and accessibility.</p> <p>An artefact which will involve creating a "How Might We" statement or similar framework, transforming the problem into an actionable opportunity, aligned with agile principles and stakeholder collaboration.</p> <p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student's ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student's ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p>
S8	Design, facilitate and evaluate experimental tests using tools such as A/B and multivariate testing to enable a data-led approach to the development and continual improvement of UX solutions.	<p>Duty 9 and 15: DUX3003 Service Design beyond the Screen An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 8: DUX2005 User testing</p> <p>Empirical report on user testing, including a testing plan (that mentions accessibility plans), presentation and analysis of results of the user tests conducted and reflection on how key findings should influence the design and deployment of digital product or service.</p>
S9	Design, facilitate and evaluate requirements gathering, ideation and co-design activities, involving stakeholders and/or users.	<p>Duty 1: DUX1003 Assessing digital product and service requirements</p> <p>A portfolio of work that demonstrates the student's ability to apply behavioural theories and UX research techniques to assess digital product and service requirements. The portfolio could include:</p> <ul style="list-style-type: none"> - A 2500-word reflective piece on the application of behavioural theories - A research report outlining the student's approach to secondary UX research techniques. - A stakeholder map that visually maps key decision-makers and their influence on the project.

		<p>Duty 12: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p> <p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p>
<p>S10</p>	<p>Creatively explore and devise a range of design solutions, including the production of system and user flows, static wireframes and prototypes of varying degree of fidelity, from paper prototypes to interactive prototypes.</p>	<p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student's ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student's ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p> <p>Duty 7: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 14: DUX3004 Design for Future Problems</p> <p>Research report on how one or more larger contextual factor such as emerging technologies (e.g. AI), ethics, regulatory landscape, sustainable design, or profitability affect UX and might change the ways of working in the future. Plus, a mockup of how XR or conversational interfaces could be implemented as part of a product.</p>

<p>S11</p>	<p>Adapt and evaluate design solutions according to the context of intended use, including responsive, mobile, online, offline, personal, public and enterprise, working with multidisciplinary product teams to assess the impact of implementing specific design recommendations.</p>	<p>Duty 1: DUX1003 Assessing digital product and service requirements</p> <p>A portfolio of work that demonstrates the student's ability to apply behavioural theories and UX research techniques to assess digital product and service requirements. The portfolio could include:</p> <ul style="list-style-type: none"> - A 2500-word reflective piece on the application of behavioural theories - A research report outlining the student's approach to secondary UX research techniques. - A stakeholder map that visually maps key decision-makers and their influence on the project. <p>Duty 7: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 10: DUX3002 UX in Business</p> <p>A test and learn plan based on the evaluation of a live product or service, covering how well the deployment achieved its objectives and proposing further refinements.</p>
<p>S12</p>	<p>Design and refine clear, logical information architectures for content and data.</p>	<p>Duty 7: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 10: DUX3002 UX in Business</p> <p>A test and learn plan based on the evaluation of a live product or service, covering how well the deployment achieved its objectives and proposing further refinements.</p>

S13	Independently analyse test data, interpret results and evaluate the suitability of proposed solutions, considering current and future contexts of use, including in consultation with team members from other disciplines to ascertain a holistic view on the applicability of design recommendations.	<p>Duty 10: DUX3002 UX in Business</p> <p>A test and learn plan based on the evaluation of a live product or service, covering how well the deployment achieved its objectives and proposing further refinements.</p> <p>Duty 11: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period
S14	Articulate and communicate complex information, concepts and ideas effectively and concisely, through written, visual and verbal means.	<p>Duty 11: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p> <p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p>
S15	Communicate concepts in a manner appropriate to the audience, adapting communication techniques accordingly between user research participants,	<p>Duty 4: DUX1005 Generative research</p> <p>A portfolio of work that demonstrates the student's ability to design, conduct, and analyse primary UX research. This portfolio may include:</p> <ul style="list-style-type: none"> • A research and analysis plan, detailing objectives, methodologies, and ethical considerations. • Pilot data collection and analysis, showcasing the execution of a primary research study and initial insights.

	<p>stakeholders or varying degrees of seniority and team members from a broad spectrum of specialist fields.</p>	<ul style="list-style-type: none"> • Creation of personas or other relevant research artefacts to turn research insights into tangible design solutions. <p>Duty 12: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p>
<p>S16</p>	<p>Manage expectations and present user research insight, proposed solutions and/or test findings to clients and stakeholders.</p>	<p>Duty 12: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p>
<p>S17</p>	<p>Use advanced cognitive skills to deal with competing interests within and outside the organisation, through well-reasoned arguments and excellent negotiation skills.</p>	<p>Duty 12: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p>

		<p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period.
<p>S18</p>	<p>Work autonomously and interact effectively within wide, multidisciplinary teams, including designers, developers, engineers, analysts, project managers etc.</p>	<p>Duty 7 and 12: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p> <p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint.

		<ol style="list-style-type: none"> 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period. <p>Duty 8: DUX2005 User testing</p> <p>Empirical report on user testing, including a testing plan (that mentions accessibility plans), presentation and analysis of results of the user tests conducted and reflection on how key findings should influence the design and deployment of digital product or service.</p>
S19	Identify the preferences, motivations, strengths and limitations of other people and apply these insights in order to work more effectively with and to motivate others.	<p>Duty 12: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p> <p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period.

<p>S20</p>	<p>Demonstrate competence in customer service, in active listening and in leading, influencing and persuading others.</p>	<p>Duty 12: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p> <p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 13: DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ol style="list-style-type: none"> 1. Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. 2. A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year. 3. A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period.
<p>S21</p>	<p>Balance and trade-off competing quality, time and budget criteria, demonstrating understanding of business need, managing time effectively and being able to plan and complete UX activities to schedule.</p>	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p>

Behaviours	How professional competence will be achieved
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<p>B1</p>	<p>Is passionate about creating effective, efficient, delightful and innovative solutions that enhance user experience through the appropriate balance of form and function.</p>	<p>Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness</p> <p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student's ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student's ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p> <p>Duty 7: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 11: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ul style="list-style-type: none"> • Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. • A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year • A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period <p>Duty 14: DUX3004 Design for Future Problems</p>
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		Research report on how one or more larger contextual factor such as emerging technologies (e.g. AI), ethics, regulatory landscape, sustainable design, or profitability affect UX and might change the ways of working in the future. Plus, a mockup of how XR or conversational interfaces could be implemented as part of a product.
B2	Has a strong work ethic and commitment in order to meet the standards required.	<p>Duty 10: DUX3002 UX in Business</p> <p>A test and learn plan based on the evaluation of a live product or service, covering how well the deployment achieved its objectives and proposing further refinements.</p> <p>Duty 11: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ul style="list-style-type: none"> • Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. • A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year • A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period
B3	Is reliable, objective and capable of independent and team working, and acts with integrity with respect to confidentiality, the protection of personal data and online safety.	<p>Duty 4: DUX1005 Generative research</p> <p>A portfolio of work that demonstrates the student's ability to design, conduct, and analyse primary UX research. This portfolio may include:</p> <ul style="list-style-type: none"> • A research and analysis plan, detailing objectives, methodologies, and ethical considerations. • Pilot data collection and analysis, showcasing the execution of a primary research study and initial insights. • Creation of personas or other relevant research artefacts to turn research insights into tangible design solutions. <p>Duty 5: DUX2003 Transforming findings into strategy</p> <p>The assessment will be made up of two parts. A report which will articulate a clear problem statement based on user research, linking it to user needs, goals, and context, while reflecting on business objectives and accessibility.</p> <p>An artefact which will involve creating a "How Might We" statement or similar framework, transforming the problem into an actionable opportunity, aligned with agile principles and stakeholder collaboration.</p>

		<p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student’s ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student’s ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p> <p>Duty 11 and 13: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ul style="list-style-type: none"> • Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. • A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year • A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period <p>Duty 12: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 8: DUX2005 User testing</p> <p>Empirical report on user testing, including a testing plan (that mentions accessibility plans), presentation and analysis of results of the user tests conducted and reflection on how key findings should influence the design and deployment of digital product or service.</p>
B4	Champions accessibility and diversity in order to create inclusive solutions.	<p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student’s ability to analyse, validate, and model user types for UX research and design.</p>

		<p>This portfolio may include: a written report that demonstrates the student's ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p> <p>Duty 7: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 11 and 13: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3</p> <p>Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ul style="list-style-type: none"> • Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. • A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year • A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p> <p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 8: DUX2005 User testing</p> <p>Empirical report on user testing, including a testing plan (that mentions accessibility plans), presentation and analysis of results of the user tests conducted and reflection on how key findings should influence the design and deployment of digital product or service.</p>
B5	Is driven to keep up to	Duty 2 and 3: DUX1004 UX activities: Evaluating usability and effectiveness

	<p>date with the latest UX trends, tools, techniques and practices to support the ongoing development of their own skills and knowledge and the sharing of that knowledge to develop the skills of others.</p>	<p>A recorded presentation that demonstrates the student's ability to evaluate the usability, accessibility, and effectiveness of a digital product. The presentation should walk through the research process, evaluation methods, and key insights, clearly explaining how findings inform design improvements.</p> <p>Duty 11 and 13: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3 Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ul style="list-style-type: none"> • Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. • A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year • A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period
<p>B6</p>	<p>Exercises initiative and personal responsibility and has the ability to continuously develop professionally.</p>	<p>Duty 11 and 13: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3 Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ul style="list-style-type: none"> • Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. • A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year • A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period
<p>B7</p>	<p>Undertakes independent decision-making in complex, unpredictable and changing circumstances.</p>	<p>Duty 11 and 13: DUX1001 Professional Development Portfolio 1; DUX2001 Professional Development Portfolio 2; DUX3001 Professional Development Portfolio 3 Professional Development Portfolio with evidence of professional learning and leadership, that includes:</p> <ul style="list-style-type: none"> • Professional Asset: evidence of on-going development through a professional asset, such as recorder presentation, professional blog, poster, digital guide, user workshop, summary of a design sprint. • A Reflective Account: an essay of professional learning relevant to the Apprenticeship Standard knowledge, skills & behaviours. You provide an overview of your learning experience in the workplace and through academic studies this year

		<ul style="list-style-type: none"> • A Professional Development Plan From your reflective account you will have identified competences and key action points you need to develop or enhance. Your professional development plan will show how you will develop these competences over the coming defined period <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 14: DUX3004 Design for Future Problems Research report on how one or more larger contextual factor such as emerging technologies (e.g. AI), ethics, regulatory landscape, sustainable design, or profitability affect UX and might change the ways of working in the future. Plus, a mockup of how XR or conversational interfaces could be implemented as part of a product.</p>
B8	Is comfortable and confident interacting with people from different backgrounds and demographics and in delivering excellent customer service.	<p>Duty 1: DUX1003 Assessing digital product and service requirements</p> <p>A portfolio of work that demonstrates the student's ability to apply behavioural theories and UX research techniques to assess digital product and service requirements. The portfolio could include:</p> <ul style="list-style-type: none"> - A 2500-word reflective piece on the application of behavioural theories - A research report outlining the student's approach to secondary UX research techniques. - A stakeholder map that visually maps key decision-makers and their influence on the project. <p>Duty 4: DUX1005 Generative research</p> <p>A portfolio of work that demonstrates the student's ability to design, conduct, and analyse primary UX research. This portfolio may include:</p> <ul style="list-style-type: none"> • A research and analysis plan, detailing objectives, methodologies, and ethical considerations. • Pilot data collection and analysis, showcasing the execution of a primary research study and initial insights. • Creation of personas or other relevant research artefacts to turn research insights into tangible design solutions. <p>Duty 6: DUX2002 User Types</p> <p>A portfolio of work that demonstrates the student's ability to analyse, validate, and model user types for UX research and design. This portfolio may include: a written report that demonstrates the student's ability to model and validate user types based on research insights, and a user map that visually represents these insights. The report will include a critical evaluation of the research methodologies used, discussing their strengths, limitations, and real-world applications.</p>

		<p>Duty 12: DUX2004 Ideation and iterative development</p> <p>Students will submit a portfolio demonstrating their ability to lead an ideation and iterative development process. This might include:</p> <ul style="list-style-type: none"> • Workshop Documentation & Ideation Process showing evidence of designing and facilitating a collaborative session, detailing methodologies used, stakeholder discussions, and key insights leading to solution development. • Proof of Concept & Validation in the form of a prototype demonstrating feasibility, supported by stakeholder and user feedback, with an evaluation of its effectiveness. • Implementation Brief: A structured specification outlining clear acceptance criteria, ensuring readiness for engineering and development. <p>Duty 9 and 15: DUX3003 Service Design beyond the Screen</p> <p>An insight communication piece (in visual, oral, verbal or multimodal mode) on how the apprentice has or would play back what they learn from post-deployment evaluation to specific internal audiences</p> <p>Duty 8: DUX2005 User testing</p> <p>Empirical report on user testing, including a testing plan (that mentions accessibility plans), presentation and analysis of results of the user tests conducted and reflection on how key findings should influence the design and deployment of digital product or service.</p>
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22e. For Higher and Degree Apprenticeship's only: Coverage of British Values, Safeguarding and Functional Skills

Please identify the modules and range of tasks used to develop each of key requirement within the programme. Please note that these do not need to have summative assessments unless the applicable apprenticeship standard states they form part of the KSBs.

British Values		
Module Code	Module Title	How British Values will be developed
Democracy		
DUX3003	Service Design beyond the Screen	Encourages acting as a user voice champion, communicating insights, and influencing user-centered strategies, aligning with the principle that everyone's opinion counts.
DUX3005	Final Negotiated Digital UX Project	Allows apprentices to choose a project that reflects their interests, reinforcing freedom of choice and participation.
DUX1001	Professional Development Portfolio (PDP) 1	Encourages apprentices to reflect on their progress and development, supporting individual opinions and self-evaluation.
Rule of Law		
DUX1003	Assessing Digital Product and Service Requirements	Focuses on regulatory considerations, ensuring compliance with legal frameworks.
DUX2005	User Testing	Ensures verification and validation against key performance indicators and goals, reinforcing adherence to rules.
DUX3002	UX in Business	Critically evaluates and validates solutions, ensuring compliance with standards and legal guidelines.
Respect and Tolerance		

DID1002	Learning & Studying at Work	Encourages discussions around equity, diversity, and inclusivity, fostering an understanding of different values and beliefs.
DUX2002	User Types	Develops empathy-driven insights, recognising diverse user needs and respecting individuality.
DUX2003	Transforming Findings into Strategy	Includes accessibility considerations, ensuring inclusivity and respect for diverse users.
Individual Liberty		
DUX1005	Generative Research	Encourages ethical data collection and allows users to express their needs and preferences freely.
DUX2004	Ideation and Iterative Development	Supports freedom of thought in idea generation, allowing creative solutions to be explored.
DUX3004	Design for Future Problems	Encourages adaptability and forward-thinking in response to social and cultural changes, ensuring freedom of thought and innovation
Safeguarding		
Module Code	Module Title	How Safeguarding will be developed
DUX1001	Professional Development Portfolio 1	Partnership: Promotes collaboration and professional development to foster safer environments. Accountability: Encourages reflective practice and documentation of safeguarding considerations.
DID1002	Learning & Studying at Work	Accountability: Provides a framework for ethical workplace learning, including safeguarding awareness
DUX1003	Assessing digital product and service requirements	Protection: Focuses on regulatory considerations, ensuring protections are in place. Proportionality: Ensures regulatory compliance without excessive restrictions.
DUX1004	UX activities: Evaluating usability and effectiveness	Prevention: Ensures digital products meet accessibility and usability standards, preventing exclusion.
DUX1005	Generative research	Empowerment: Focuses on ethical research practices, ensuring users are supported in making informed decisions.
DUX2001	Professional Development Portfolio 2	Partnership: Promotes collaboration and professional development to foster safer environments. Accountability: Encourages reflective practice and documentation of safeguarding

		considerations.
DUX2002	User Types	Prevention: Encourages understanding diverse user needs, reducing bias and exclusion.
DUX2003	Transforming findings into strategy	Protection: Emphasizes accessibility, ensuring vulnerable users are considered.
DUX2004	Ideation and iterative development	Partnership: Encourages working with diverse teams to ensure solutions meet broad needs.
DUX2005	User testing	Prevention: Validates designs to prevent usability issues that could harm users. Proportionality: Uses testing methodologies to ensure appropriate interventions in design.
DUX3001	Professional Development Portfolio 3	Partnership: Promotes collaboration and professional development to foster safer environments. Accountability: Encourages reflective practice and documentation of safeguarding considerations.
DUX3002	UX in Business	Protection: Ensures products remain safe and effective post-launch, protecting users from harm. Accountability: Monitors and evaluates digital products against safeguarding principles.
DUX3003	UX in Service Design	Empowerment: Encourages advocating for user needs, ensuring informed decisions and representation
DUX3004	Design for Future Problems	Proportionality: Encourages forward-thinking approaches to risk assessment and mitigation.
DUX3005	Final Negotiated Digital UX Project: End-Point Assessment	Empowerment: Allows apprentices to take ownership of a project, reinforcing empowerment.
Functional skills in English and mathematics		
Module Code	Module Title	How functional skills in English and mathematics will be continuously developed
DUX1001	Professional Development Portfolio 1	Listen, understand and make relevant contributions to discussions with others in a range of contexts: Reflective discussions on professional growth and workplace learning.
DID1002	Learning & Studying at Work	Understand the situations when, and audiences for which, planning, drafting, and using formal language are important, and when they are less important: Encourages developing professional communication skills in workplace contexts.

DUX1003	Assessing digital product and service requirements	Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation, and grammar: Involves writing structured assessments of digital products and services. Develop an appreciation of the role played by mathematics in the world of work and in life generally: Applies market analysis and data evaluation in decision-making.
DUX1004	UX activities: Evaluating usability and effectiveness	Read a range of different text types confidently and fluently, applying knowledge and understanding of texts to one's own writing: Requires analysis of research data, reports, and usability frameworks. Demonstrate ability in mathematical skills and ability to apply these, through appropriate reasoning and decision-making, to solve realistic problems of increasing complexity: Involves cost-benefit analysis and measurement of usability metrics.
DUX1005	Generative research	Read a range of different text types confidently and fluently, applying knowledge and understanding of texts to one's own writing: Involves reading and interpreting user research findings, surveys, and reports.
DUX2001	Professional Development Portfolio 2	Listen, understand and make relevant contributions to discussions with others in a range of contexts: Reflective discussions on professional growth and workplace learning.
DUX2002	User Types	Understand the situations when, and audiences for which, planning, drafting, and using formal language are important, and when they are less important: analyses user personas and suitable register to address and engage them, including levels of formality, explicitness and directness
DUX2003	Transforming findings into strategy	Apply understanding of language to adapt delivery and content to suit audience and purpose: Requires framing problem statements in a way that aligns with user and business needs.
DUX2004	Ideation and iterative development	Listen, understand and make relevant contributions to discussions with others in a range of contexts: Encourages collaborative problem-solving and discussions with interdisciplinary teams.
DUX2005	User testing	Understand the situations when, and audiences for which, planning, drafting, and using formal language are important, and when they are less important: Requires drafting structured test plans and formal reporting of results. Demonstrate ability in mathematical skills and ability to apply these, through appropriate reasoning and decision-making, to solve realistic problems of increasing complexity: Uses quantitative methods to assess and interpret test results.
DUX3001	Professional Development Portfolio 3	Listen, understand and make relevant contributions to discussions with others in a range of contexts: Reflective discussions on professional growth and workplace learning.

DUX3002	UX in Business	<p>Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation, and grammar: Requires writing reports based on collected data to evaluate performance.</p> <p>Develop an appreciation of the role played by mathematics in the world of work and in life generally: Uses performance metrics and KPIs to assess digital product success.</p>
DUX3003	UX in Service Design	<p>Listen, understand and make relevant contributions to discussions with others in a range of contexts: Requires effective communication and collaboration with teams to advocate for user needs.</p>
DUX3004	Design for Future Problems	<p>Consider new areas of life and work and the corresponding mathematical concepts and problems which, while not of immediate concern, may be of value in later life: Encourages forward-thinking and application of data-driven decision-making.</p>
DUX3005	Final Negotiated Digital UX Project: End-Point Assessment	<p>Consider new areas of life and work and the corresponding mathematical concepts and problems which, while not of immediate concern, may be of value in later life: Requires strategic planning and problem-solving using data analysis.</p>

23. Plans to transition to a new programme/phase out a programme

Please specify the plan to support students' transition to the revised programme or phase out the programme, including for current students (where relevant) and incoming students. Please only complete a phasing out plan where it has been agreed that the programme will be phased out.

N/A - New programme

24. Consultation

The following stakeholders should be consulted on the programme, informing the design. Please indicate how each has been consulted (where they are relevant).

University link tutors	N/A
Programme coordinators (for overseas campuses)	N/A
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	N/A
External Examiner(s)	
Employers/industry	Through Industry Insight events and through survey run by the MDX apprenticeship team
Professional Statutory and Regulatory Bodies	N/A

25. Other information

N/A