Digital User Experience (UX) Degree Apprenticeship

Line Manager and Mentor Training
Year 3 November 2022

Manchester Metropolitan University

Agenda

- Welcome and Introductions
- Strategic Update
- Year 3 and the Future
- Assessments
- Learner Support
- Reviews and e-Portfolio
- 'off-the-job' requirement
- Manger's Role
- Communication
- Employer Resources & Safeguarding

Welcome : DUXDA Programme team

Manchester Metropolitan University

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Deputy Head of SODA:
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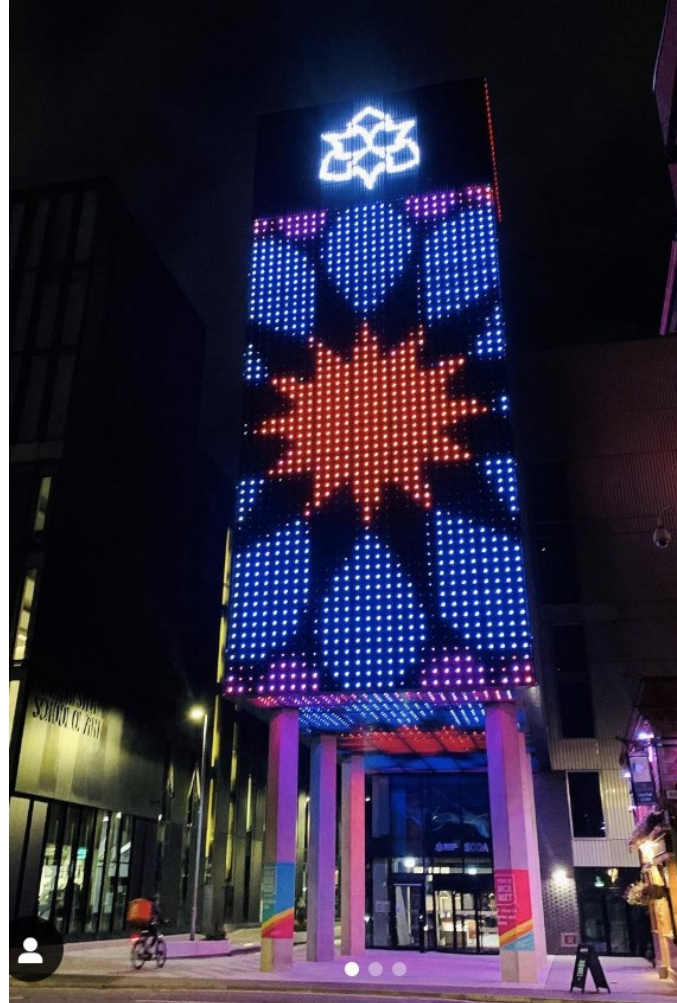j.r.griffiths@mmu.ac.uk

Welcome to Manchester Metropolitan University

Welcome to Manchester Metropolitan University

- SODA Building open

- Strategic updates

- Awards & Ofsted

Identify & help us share great projects & practice

AMY PRIDDING

Digital User Experience Professional Degree
Apprenticeship, AJ Bell

A GREAT OPPORTUNITY

I came directly from A-levels into my degree apprenticeship. I knew straight away that a full time University course wasn't for me. I wanted an opportunity to learn but not have to go too far from home, so that I could continue living with family for support and to contribute financially. When I discovered degree apprenticeships, they were a great opportunity for me to get exactly what I wanted out of my next stage of study. I found the **Digital User Experience Degree Apprenticeship** and applied to my current employer through the **Government apprenticeships website**.

FULLY SUPPORTED

Before I applied, I had no idea what a UX designer was, never mind what they did and I was

Digital User Experience Project: *Smart Factory App*

Aims: The aim of the project was to transform a paper-based process from the factory production line into a digital process by building a new app.

Actions taken:

- Used a wire framing technique learnt on the course to investigate the best way in which to design the application.
- Digitised existing paper forms, automating fields such as date, time and employee details to streamline completion.

Impact:
- The overall production line is more efficient when finding, recording and editing documents.
- Increased efficiency and lower costs of paper and printing.
- Environmental benefits from reduced paper use contributing to sustainability goals

BEA EZEKPO

Digital User Experience (UX) Professional Degree
Apprenticeship, Virgin Media

I was attracted to the **Digital UX Degree Apprenticeship** because being someone that is both analytical and creative - and interested in behavioural science/ human psychology - I knew it would be the perfect step for building an ideal career in UX. I loved the idea of learning the most up-to-date theory and being able to put it into practice in the real world at work.

I also was confident from the awards Manchester Met had won and all my experiences interacting with them beforehand that Manchester Met was the place I wanted to do the formal academic learning side - as the course had been so thoughtfully and well put together

Tech Industry Gold Awards

Award Categories

- **BUSINESS CONTRIBUTION** (nominated by an employer/company)
- **INNOVATION** (nominated by either an HEI or an employer/company)
- **SPECIAL ACHIEVEMENT** (nominated by either an HEI or an employer/company)
- **SPECIAL RECOGNITION** (nominated by either an HEI or an employer/company)

Digital User Experience Degree Apprenticeship

Developing confident Digital UX Professionals who can work in any sector, from creative and tech to banking, manufacturing and public services.

Manchester Metropolitan University

Digital UX Degree Units

YEAR 1	UX Origins and Applications	UX Human Contexts	UX Practices 1: Making
	UX Methods	UX Systems Contexts	US Practices 2: Communicating
YEAR 2	Creativity through Research	Ethics, Rights, and Research	UX Practices 3: Building
	Applying Creativity through Research	Ethical Considerations in UX	Specialism choice, e.g.: UX and Code, UX and Design, UX and Storytelling or UX and Sound
YEAR 3	Psychology and Behaviour	UX in the Business	UX Toolkit
	Psychological Research Methods	Conversion and UX	UX Toolkit: Iteration
YEAR 4	UX Futures	Synoptic Project up to Gateway	Synoptic Project & end-point assessment (EPA)
	UX Futures: Leadership		

Year 3 Units

YEAR 3	Psychology and Behaviour	UX in the Business	UX Toolkit
	Psychological Research Methods	Conversion and UX	UX Toolkit: Iteration

Unit 13: Psychology and Behaviour, Caitriona Plunkett (Psychology Dept)

Overview

This unit introduces students to the main approaches psychologists draw on to study the mind, brain and behaviour. We cover core areas in psychology including social, cognitive, developmental, biological and individual differences, and demonstrate how topics within these broad area can apply to understanding the behaviour of the digital use.
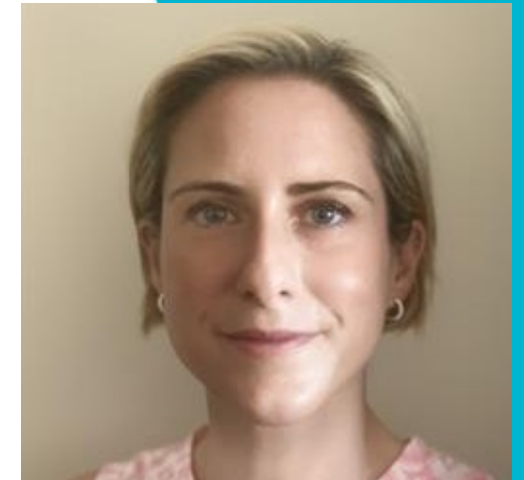
Learning outcomes

1. Use psychological literature to support and refute psychological theories and practices
2. Identify and describe key psychological theories and practices that are applicable to the digital user
3. Recognise the breadth of approaches adopted within psychology

Assessment

Due: 13th January 2023
Coursework: Report

Unit 14: Conversion and UX, Joseph Asamoah (Business School)

Overview

This unit explores the customer journey to the point of conversion and the various techniques in digital marketing which assist this process. To do this we develop understanding of what conversion is; examine campaign planning for conversion; identify the connection between customer acquisition and conversion; consider conversion rate optimisation; undertake Customer Journey Analysis and explore ROI and measures for success in conversion optimisation.

Learning outcomes

1. Identify new practice in campaign design to maximise conversion and ROI
2. Demonstrate a critical appreciation of conversion through digital communications techniques
3. Demonstrate a structured and integrated approach to campaign planning for conversion

Assessment

Due: 13th January 2023
Coursework: Oral Presentation (Visualisation)

Unit 15: UX Toolkit, Christine Caharnock

Overview

In this unit students extend their professional development and explore their own definition of where students and their employer are within the UX profession. Working on more complex projects students will choose and gain insights into new and emerging UX tools for their practice and will create professional-level artefacts with industry-standard practices and software. Students will work towards presenting and selling the benefits of their solutions to others in their organisation.

Learning outcomes

1. Select and implement user interface elements to create user journeys and task flows that meet business and user goals
2. Decide on quantitative methods to assist in evaluating the formulated measures of success for the user experience

Assessment

Due: 13th January 2023
Coursework: Portfolio

Unit 16: Psychological Research Methods, Jez Olfield

Overview

This unit will be an introduction to psychological research methods and how they are used to answer research questions around the digital user experience. The unit will cover quantitative and qualitative research in psychological science, including study design, data collection, data analysis, data interpretation, report writing, and consideration of ethical issues.

Learning outcomes

1. Collect, analyse, and report quantitative or qualitative data using appropriate psychological research methods
2. Interpret and critically appraise their own and others research findings.
3. Consider ethical issues in psychological research appropriately

Assessment

Due: 9th June 2023
Coursework: Report

Unit 17: UX in the Business

Overview

This unit discusses UX in the business, considering the balance and alignment of business/organisation goals and UX solutions. Emerging trends, national and international issues and commercial awareness and planning will help you to prepare business cases when developing new products, services or solutions. To do this you will identify and discuss emerging trends within the digital environment; consider technological innovation and the assessment of technology; explore international issues, political issues and the global impact of digital and develop and extend knowledge of business cases and commercial awareness.

Learning outcomes

1. Investigate key issues within an organisation's digital UX environment
2. Evaluate the impact of issues on an organisation's ability to operate in a digital UX environment
3. Develop a plan for managing issues in the digital UX environment when developing new business or new products

Assessment

Due: 9th June 2023

Coursework: Report

Unit 18: UX Toolkit - Iteration

Overview

Building from UX Toolkit students will evaluate their artefacts and identify where industry standard data analytics and testing software can be used to help students iterate their solutions; students will critically analyse their own work and the complexity of using quantitative and qualitative feedback to design and redesign user interfaces and experiences.
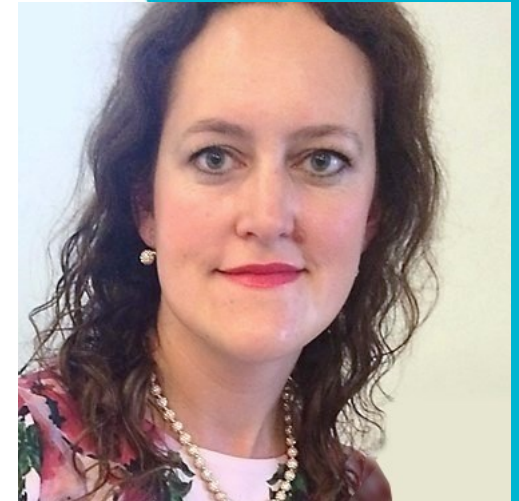
Learning outcomes

1. Modify user interface elements based on quantitative and qualitative user feedback to create rewarding
2. Predict – with persuasive justifications – which quantitative and/or qualitative methods may be successful in evaluating user experiences

Assessment

Due: 9th June 2023
Coursework: Portfolio

Year 3 Key Dates

Triad 1:	Psychology and Behaviour	Conversion and UX	UX Toolkit
Sprint 1	September 19	to	September 23
Sprint 2	October 24	to	October 27
Sprint 3	November 28	to	December 1
Submission	**January 13**		
Triad 2:	**Psychological Research Methods**	**UX in the Business**	**UX Toolkit - Iteration**
Sprint 4	February 20	to	February 23
Sprint 5	March 27	to	March 30
Sprint 6	May 2	to	May 5
Submission	**June 9**		

Year 4: End Point Assessment

Manchester Metropolitan University

Define & Design
(30 credits)

Negotiating project scope & objectives with Employer & HEI

Gateway

Do & Review
(30 credits)

Research & Deliver project

Reflect & write-up

Collation

EPA Event

Presentation & Questioning on Project
(method 2.2)

Professional Discussion
(method 1)

Apprentice: submission to EPAO includes project title & 500 word summary & project plan (PID)

330 credits achieved.

Employer & HEI agree Apprentice ready

Apprentice submits final e-portfolio to EPAO

Apprentice: submits 2500 word project report & Presentation to EPAO

EPAO collates & submits Report, Presentation & E-Portfolio to Independent Assessor 2 weeks before event

Apprentice: answers the Independent Assessors questions with reference to portfolio

EPA Gateway Requirements

- The university and employer take the final decision on whether the apprentice has met the gateway requirements, and has:

  - achieved 330 credits
  - a portfolio that demonstrates the KSBs of the standard

- Employer endorsement that they are working to this standard

- Submitted the Title and Summary of their work based Synoptic Project, signed off by their employer

- Achieved level 2 English and Maths (functional skills)

https://www.instituteforapprenticeships.org/media/3698/st0470-digital-user-experience-ux-professional_l6_ap-f.pdf

Project Report and Presentation

The work-based project report should be designed to ensure the apprentice's work meets the needs of the business and .

The project's subject, title and scope will be agreed between the employer and the EPAO.

The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method).

The following are examples of what can be included in the work-based project to allow for the mapped KSBs to be evidenced:

- Business Goals and Functional Specifications
- Competitive Analysis
- Personas and UX Research
- Sitemap and Information Architecture
- Experience Maps, User Journeys and User Flows
- UX Wireframes
- Interactive Prototypes
- Visual Design
- Style-guide and Specifications for Developers
- Usability Testing and Usage Analytics.

Learner Support

Skills Coach & Reviews

- **Three-way relationship** between the apprentice, the university and the employer

- The **Skills Coach** is the ongoing connection between all three

- Regular **reviews** to help monitor progress and encourage development

- **Thank you** all for your engagement this year

Off the Job update

- Apprentices can't Gateway & graduate without it!

- Development of the e-portfolio

- Capturing Skills and Behavioural evidence in the workplace

Off-the-job guidance

Off-the-job learning is a requirement of the apprenticeship

This might include:

- University days
- Research
- eLearning – inc IQAs
- Shadowing/mentoring
- Community events
- Training courses
- Completing assignments at work

*Based on 1270 off the job hours to aim for over 4 years (317 hrs per year)

| Activity	Hours	
Triad/Sprint Teaching	6 Sprints per year 24 hours per Sprint	144 hours of teaching
IQA sessions with lecturers	6 IQAs per year 1 hr each (approx)	6 hrs
Per Year OTJ Aim	**317** hrs	150 hrs teaching
Off the Job Aim Minus Teaching Hours	317 – 150 Uni Teaching	167 per year extra
	167 Hours DIVIDE 47 weeks	3.55 hrs per week off the job

E-Portfolio (PICSWeb)

All Degree Apprenticeship programmes at Manchester Metropolitan University make use of an E-Portfolio hosted on PICSWebPortfolio (PWP)

On PWP you can view:
- Portfolio progress
- Review Skills Scans
- Upload and check evidence
- Read and sign-off reviews
- Monitor Off The Job progress

Line Managers will have been sent log-in information and a user guide

If you have any issues using the system, or any issues with your login credentials please contact
telapprenticeship@mmu.ac.uk
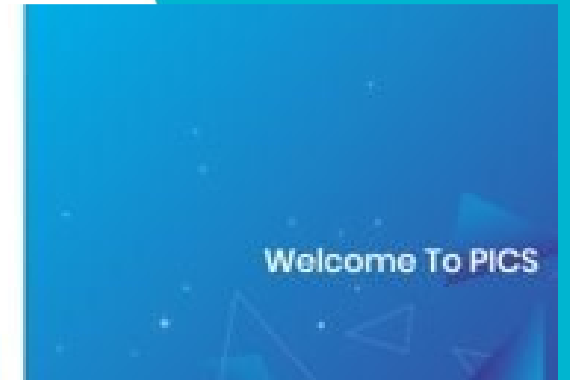
Line Manager's role

- Regular one-to-ones with apprentice – give constructive feedback

- Encourage them to network and access expertise within the organisation to develop skills and behaviours

- Be conscious of their assignment deadlines

- Read assignments before submission and check that it does not breach your confidentiality policy

- Attend reviews between your apprentice and their Skills Coach

- Re-enforce University attendance policy

Safeguarding apprentices

Manchester Metropolitan has a duty of care to safeguard **ALL** apprentices

- We have robust safeguarding procedure in place to protect our apprentices

- Our staff are regularly trained on how to identify, support and deal with safeguarding concerns

- Employers must be aware of how to keep their apprentices safe, please familiarise yourselves with our Safeguarding Apprentices handbook on our employer [webpage](#)

Support with:
- Well-being and mental health issues
- Physical health, including long term illness
- Sexual harassment and sexual misconduct
- Online safety
- Domestic abuse
- Bullying in the workplace
- Misuse of substances

Prevent Duty

We facilitate small group and class discussions around:

- Key terminology relating to the Prevent Duty

- The risk of online radicalisation and recent examples

- The support on offer from Manchester Met.

Career Development support

- Introduction to careers service

- Networking and managing personal/professional brand

- LinkedIn profile

- Digital safety

Democratic values - we facilitate small group and class discussions about the meaning and importance of democratic values and how to apply them.

EDI – we raise awareness of:

- The 9 key protected characteristics
- Importance of greater representation in the workplace
- EDI opportunities at Manchester Met.
- Opportunities to participate, represent, learn and support
- Contacts, signposting and further training

Democratic values
- **Democracy**
  Respect for the rule of law
- **Individual liberty**
- **Respect and tolerance of others**

COMMUNICATION

Reporting

- **Employer Advisory Boards**

- **Account management reporting** - with employer main contact, or via Skills Coach if preferred
- **Quarterly call or meeting** with Coral if requested
- **MIS data provided in advance of calls**, covering:

| Grades | Off the job progress | Functional Skills | Upcoming deadlines |

Bespoke feedback for individual learners

Support material – Employer Resource Pages

[Information for Employers of Degree Apprentices | Manchester Metropolitan University (mmu.ac.uk)](https://www.mmu.ac.uk)

Recap and questions

- Understand the **DUXDA standard** to help your apprentice identify opportunities for development and application of knowledge in the workplace.

- Help your apprentices to identify **suitable workplace activity**.

- Meet with your apprentice regularly to offer support, **monitor progress** and help to build strong workplace connections.

- Get in touch if there are any issues: **apprenticeships-employer@mmu.ac.uk**

Thanks and Questions?