

# SODA Degree Apprenticeships Digital UX & Creative Digital Design

Line Manager and Mentor Training  
Sept 2023



★ RATE MY APPRENTICESHIP  
**AWARD**  
2023-2024



Ofsted  
Outstanding  
Provider



MULTICULTURAL  
**APPRENTICESHIP**  
**AWARDS 2022**  
a Pathway Group initiative

**This session will be recorded**

## Agenda

- Welcome & Introductions
- UX & CDD Degree Apprenticeships & the Standards
- Off-the-Job
- Academic Programme structure
  - CDDP Course Content & Y1 Units
  - Digital UX Academic Content & Y1 Units
- Learner Support
- Line Manager's / Mentors role
- Systems & Support
- Meetings & Communication
- Future Meetings
- Questions



# Welcome: SODA Apprenticeships Programme Team



Dr Danny Cookney  
**Cluster Programme Leader**  
[d.cookney@mmu.ac.uk](mailto:d.cookney@mmu.ac.uk)

Academic lead and responsible for the SODA apprenticeship programmes. Supported by a talented group of Unit Leads who have experience in their specialist fields



Jess East  
**Programme Manager:**  
[J.East@mmu.ac.uk](mailto:J.East@mmu.ac.uk)

Has overall responsibility for supporting the development and delivery of Digital Programmes and Line Manages the Skills Coaches



Jo Carney



Coral Grainger



Alex Barker

## **Apprenticeship Development Team**

Employer 'go to' point at the university for new starters and strategic issues.

Provides MI on progress.

Employer voice in programme development, recruitment, and EABs.

# DUXDA EMPLOYERS 2023



# CDDP EMPLOYERS 2023



# WELCOME TO MANCHESTER MET

- One of the largest, most popular and diverse universities in the UK, with over 40,000 students and 5,000 staff
- Ranked as one of the UK's greenest universities
- One of the largest providers of degree apprenticeships in the UK
- Degree apprenticeships align with the [University's strategic aims](#) – 'Road to 2030'



# OFSTED OUTSTANDING 2022

## FOR DEGREE APPRENTICESHIPS

We have received two consecutive overall Ofsted **Outstanding** ratings (the first, in 2018, under the previous framework).

### Highlights include:

- ★ Quality of **teaching** and **academic support**
- ★ The **inclusive** and **respectful** learning environment
- ★ Highly effective **careers advice** and guidance



[WATCH THE VIDEO](#)

[READ THE REPORT](#)



*This rating clearly demonstrates that we deliver programmes of exceptional quality at scale. Our apprenticeships are designed in close partnership with employers. This ensures they meet their workforce needs, while developing every student to achieve their potential and advance in their career of choice.*





# FORCE FOR CHANGE\*

- **Progression** - Our exit surveys reveal that 78.3% of Manchester Met Degree Apprentices received a pay-rise and 64.2% received a promotion during their apprenticeship.
- **Outcomes** - Employers say that Degree Apprenticeships help them to grow talent, reduce skills shortages, bring in new knowledge, innovate and deliver important projects, improve productivity and encourage career progression.
- **EDI** - 34% of current Manchester Met STEM apprentices are women, compared to national average of 22% reported by the Office for Students (2020)
- **Achievement** - Degree Apprenticeship success rate at Manchester Met is 83% which is significantly higher than the national average of 64% (DfE) (2021)



Amy Pridding, DUXDA  
NW Digital & Creative  
Apprentice 2023



Eniya Ali, Autotrader  
Shortlist- Multicultural  
Apprenticeship Awards 2023

# WE CELEBRATE SUCCESS – MAN MET PROUD



Digital Provider of the Year  
AAC Awards 2023

Northwest W Apprenticeship Awards 2023  
Manchester Met – Provider of the Year  
Amy Pridding – CDT Apprentice of the Year  
Ryan Pitt – Highly Commended in CDT

SODA building  
RIBA North West 2023 award  
winner & national finalist

# Digital User Experience (UX) Professional Degree Apprenticeship

**Qualification:** BSc (Hons) Digital User Experience (UX)  
*Tech Industry Gold accredited*

## Delivery Model

- Delivery in 6 'Learning Sprints' on campus of 4 day duration
- 3 units in each sprint, packaged with Stand-ups & Retrospectives
- Interactive Q&A session online between Sprints

**School of Digital Arts (SODA)** in collaboration with the iSchool; Business; Computing & Psychology departments.



# Creative Digital Design Professional Degree Apprenticeship

**Qualification:** BA (Hons) Creative Digital Design

**Duration:** 48 months

## Delivery Model

- Blended model
- 1 intensive 2-day teaching block on-campus + 2 x 0.5 days online per units
- Interactive Q&A sessions to check workplace application

**School of Digital Arts (SODA)** in collaboration with **& Business School**.

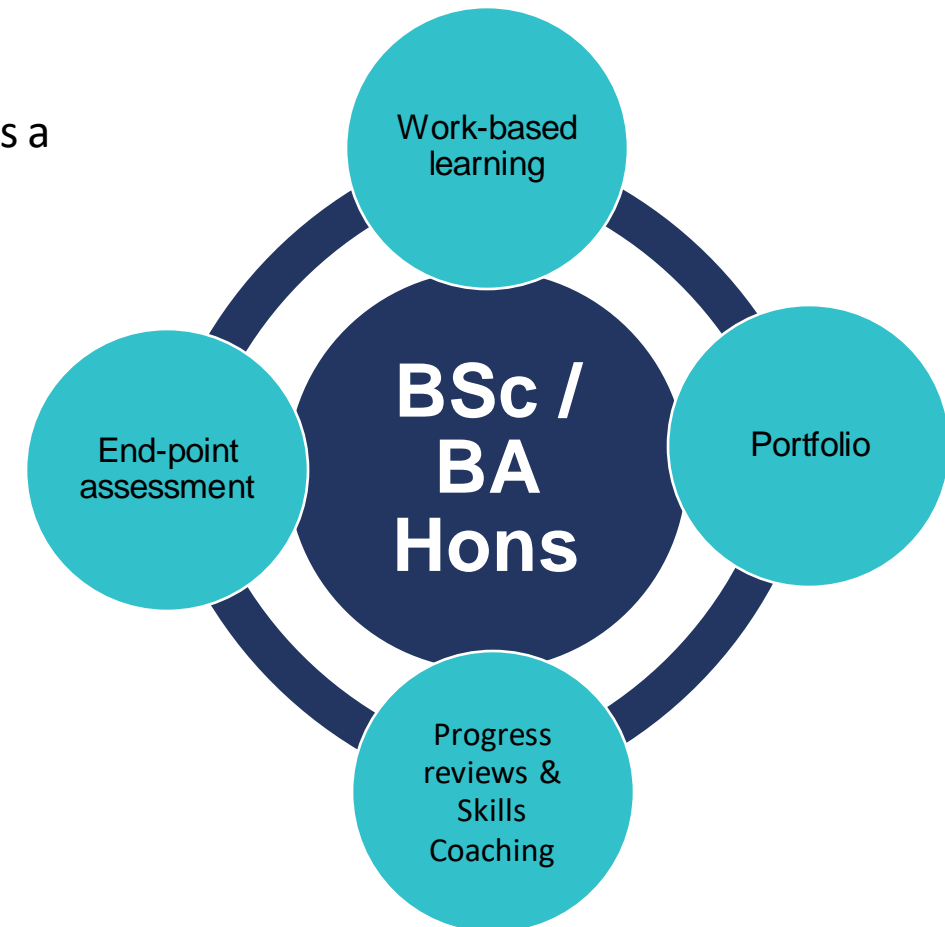


# UX & CDDP

Developing capable, confident and creative digital professionals equipped for a rapidly changing digital world

## Degree Apprenticeships

- Develops the knowledge, skills and behaviours to support work as a Digital Professional
- Builds upon Apprenticeship Standard
- Latest academic theory and dynamic curriculum
- Fully-accredited degrees
  - 4 years part-time
  - BSc or BA (Hons)



# Apprenticeship Standard



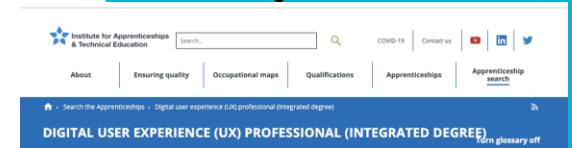
As a line manager, it is crucial that you are aware of the **knowledge, skills and behaviours** within the apprenticeship standard and support your apprentice to develop in these areas.

This can involve creating opportunities for them to grow in these areas or helping them to recognise what they are doing in the workplace correlates to a knowledge, skills or behaviour.

Become familiar with the Apprenticeship standards:

[Digital User Experience \(UX\) Professional \(Integrated Degree\)](#)

[Creative Digital Design Professional \(Integrated Degree\)](#)



**DIGITAL USER EXPERIENCE (UX) PROFESSIONAL (INTEGRATED DEGREE)** [Turn glossary off](#)

**Overview of the role**

**Investigate, analyse and design the experience that people have with digital products and services.**

**Details of standard**

**Occupation summary**

The occupation is found in the fields of design and technology across every sector, including digital and creative, retail and sales, public service, health innovation, manufacturing, and finance and professional services.

The broad purpose of the occupation is to investigate, analyse and design the experience that people have with digital products and services, both current and emerging, in order to find ways that these interactions can be implemented, improved and optimised over time. Digital User Experience (UX) Professionals are responsible for the continuous improvement of the experiences that digital products and services offer to their users, and for leading and advocating the use of user-centred design practices within multidisciplinary teams.

In their daily work, a Digital UX Professional interacts with internal and external parties including stakeholders to capture organisational requirements and present solutions to UX challenges, user/customer needs to understand their needs and validate UX solutions through user testing and team members from a range of specialist fields including designers, developers, engineers, analysts and project/programme managers to ensure the effective implementation of UX solutions. Their work is largely office based however field-based research and testing may require Digital UX Professionals to spend periods of time working in the environments of the users whose needs they are seeking to meet.

An employee in this occupation will be responsible for leading the application of user-centred design methodologies, tools and techniques across the full lifecycle of digital product/service design and delivery, from research and development, through continuous improvement, to production/operations. They work both autonomously and as part of wider multidisciplinary teams, typically reporting to Product Owner/Creative Director/Head of User Experience roles.

**Typical job titles include:**

user interface designer | User researcher  
UX information architect | UX lead

**Find an apprenticeship**

**Find apprenticeship training providers that deliver this standard**

**Find an end-point assessment organisation**

**Are you considering applying to assess against this standard?**

**Contact us about this apprenticeship**

Select the type of contact

**Employees involved in creating this standard:** Magenta North, Accenture, BBC, CGI, Hedgehog Lab, NHS Digital, Quantum Leap LLP, Red River Software, Sage UK, Shop Direct, Lin General Insurance

**Print the occupational standard (including PDF)**

**CREATIVE DIGITAL DESIGN PROFESSIONAL (INTEGRATED DEGREE)** [Turn glossary off](#)

**Overview of the role**

**Providing digital design solutions to internal and external clients, across a range of sectors and contexts.**

**Details of standard**

**Occupation summary**

This occupation is found in the Finance, Retail, Music, Government Departments, Technology, Publishing and Media Industries.

The broad purpose of this occupation is to provide compelling digitally enabled design solutions to internal and/or external clients, across a range of sectors and for a range of different contexts. They implement design concepts to develop and communicate new products and to provide design solutions utilising digital design technologies. They are confident, competent and capable design professionals able to operate in a range of related roles. They are responsible for creating digital design solutions for a wider range of areas including online services, installations, design for devices, interactive services and mobile applications.

In their daily work, an employee in this occupation works collaboratively in a range of team based environments. They work with a wide range of stakeholders and third parties, and often alongside copy writers, account managers, technical developers, market researchers, user experience professionals, photographers, model makers and communication specialists to ensure that their designs convey the brand through multiple creative digital assets that convey the client message through digital media. There is an interdisciplinary focus on using a broad range of creative digital techniques to create innovative digital design work for a wide range of media channels.

An employee in this occupation will be responsible for the design team and will manage this team ensuring they produced digital enabled design that responded to the brief developed with the client. All professionals in Creative Digital Design will work to a brief and within a given time allocation the budget for which will be agreed with the client.

**Typical job titles include:**

Application designer | Creative artworker | Creative design manager | Creative designer  
Creative director | Designer | Digital designer | Interaction designer | Web designer

**Occupation duties**

DUTY	CRITERIA FOR MEASURING PERFORMANCE	KSBS
Duty 1 Create impactful and eye catching creative designs related to digital art, digital graphic design, video, online services and installations.	Production of professional-standard artwork that is client-ready in the opinion of a creative measuring professional.	K1 K2 K3 S1 S2 B1

**Status:** Approved for delivery   
**Level:** 6  
**Degree:** Integrated degree  
**Reference:** ST0625  
**Version:** 1.0  
**Date updated:** 04/02/2022  
**Approved for delivery:** 3 February 2020  
**Route:** Digital  
**Typical duration to gateway:** 36 months (this does not include EPA period)  
**Maximum funding:** £25000  
**LARS Code:** 542  
**EQA Provider:** Office for Students

**Creative digital design professional assessment plan**  
File size: 361.5 KB

**Find an apprenticeship**

**Find apprenticeship training providers that deliver this standard**

**Find an end-point assessment organisation**

**Are you considering applying to assess against this standard?**

**Find an apprenticeship**

**Find apprenticeship training providers that deliver this standard**

**Find an end-point assessment organisation**

**Are you considering applying to assess against this standard?**

# Digital UX & Creative Digital Design Professional



For review and discussion today

Creative Digital Design Professional (CDDP) Degree Apprenticeship						
Units						
Year 1	Creative Digital Design Fundamentals K1, K3, K4, K16 S2, S4, S6, S8, S14, S1	Introduction to User Experience K2, K3, K11, K13, K18, S11, S12, S13, B4	Graphic Design Fundamentals K1, K2, S2, S9	Accessible Design K1, K9, K11, K13, K18, S13, B4	Platform Production Fundamentals K2, K4, K9, K10, K12, K16, S1, S5, B2	Visual Identity and Branding K1, K8, K15, S16
	Digital Visualisation and Storytelling K8, K17, S1, S4, S5	Digital Media Platforms 2 - User Interface K4, K5, K7, K9, K10, K16, S2, S3, S4, S5, S10, B1	Digital Media Platforms 2 - Audio Visual K2, K4, K5, K10, S2, S4, S10, S14, S17, S1	The Communication of Ideas K5, S6, S7, S8, S12, B5	Concept and Prototype Development K4, K7, K11, K12, S3, S6, S7, S13, S16, B5	Managing/Operating Digital Brands K7, K8, K11, K15, S4, S5, S6, S16, B1
	Workflow, process and Practice K2, K14, K18, S5, S6, S8, S10, S15, B2, B5	Project Design and Delivery K6, K7, K8, K14, S6, S7, S8, S11, S14, S15, B3	Digital Design Governance K4, K10, K13, K18, S4, S9, S11, S13, S18, B2, B4	Emerging Platforms and Technologies - 3D K5, K16, K19, K20, K21, S2, S10, S17, S18, B1	Digital Media Platforms 3 - Immersive K5, K16, K17, K19, K20, K21, S2, S10, S17, B1	Technology and Design Emerging Practice K2, K3, K9, K10, K15, K17, S1, S5, S18, B1
	Design Leadership and Strategy K2, K8, K13, K14, K18, S8, S12, S14, S15, B3, B4	Production Planning and Management K6, K7, K8, K13, K14, S8, S7, S11, S14, S15, B3, B5	Career Development and Portfolio K3, S9, S18, B5	Synoptic Project: Define and Design K3, K8, K14, S18, S14, S15, S18, B5	End Point Assessment and Synoptic Project: Execute and Evaluate K3, K7, K4, K11, K18, S1, S4, S12, S18, S18, B2, B3, B5	
	Year 2	Year 3	Year 4			

This is how we transform the national standard into our unique Programme and curriculum.



**What, and when,  
is 'Off the Job' ?**

# WHAT IS OFF-THE-JOB?

The Education and Skills Funding Agency has determined any apprentice must undertake at least **6 hours per week** of off-the-job (OTJ) training during their apprenticeship.

## OTJ is defined as

*“training received by the Apprentice, **during the Apprentice’s regular working hours**, for the purposes of achieving their apprenticeship.*

*It needs to be directly relevant to the Apprenticeship Standard teaching new knowledge, skills and behaviours required to reach competence in the particular occupation”*



Can be delivered **flexibly**.  
For example: as a part of each day,  
one day per week, one week out  
of five or as block release

# WHY IS OFF-THE-JOB (OTJ) SO IMPORTANT?

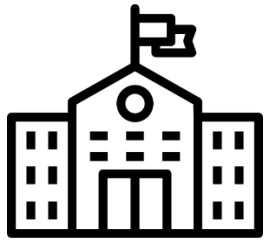
- OTJ is how apprentices progress
- Their learning brings value, improvement and innovation to the team
- Without the required number of OTJ hours apprentices cannot pass through Gateway & Graduate / EPA.
- OTJ against Target will be reported to main employer contacts.



# HOW IT MIGHT WORK FOR YOU...



# GOOD EXAMPLES OF OTJ TIME



University  
attendance



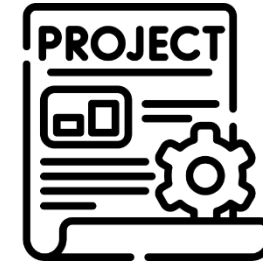
Online  
learning/study



Completing  
assignments



Reading and  
research



Projects



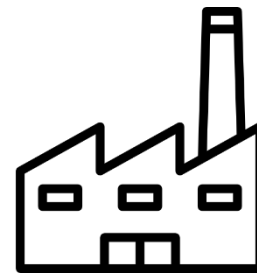
Shadowing and  
mentoring



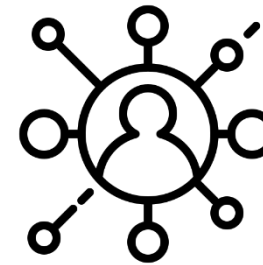
Relevant/  
mandatory  
training



Study skills

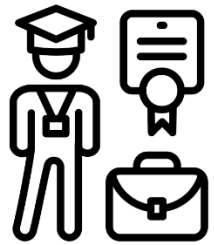


Industry visits



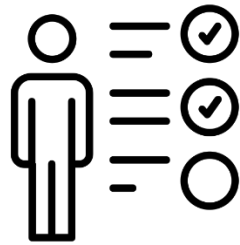
Outreach  
activities

# DETERMINE WHETHER AN ACTIVITY COUNTS AS OTJ



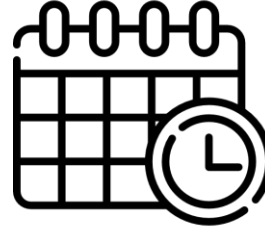
Is it directly relevant to the apprenticeship standard or framework?

NO



Is it teaching new knowledge, skills and behaviours?

NO



Is the learning taking place within the apprentice's normal working hours (paid hours excluding overtime)?

NO



If it's English or maths, is it above level 2?

NO



This isn't off-the-job training

This counts as  
off-the-job  
training

Off-the-job can be at  
the apprentice's usual  
place of work,  
university, or at an  
external location

# Academic Programme

# Digital User Experience Units – 4 Year Overview

YEAR 1	UX Origins and Applications	UX Human Contexts	UX Practices 1: Making
	UX Methods	UX Systems Contexts	UX 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		



# DUX Learning Sprint: Example Y1 Sem 1

	Monday	Tuesday	Wednesday	Thursday
10am -1pm	<b>Stand-up</b> Skills session	Unit 1 UX Origins & Applications	Unit 2: UX & Human Contexts	Unit 3: UX Practices: Making
2pm – 5pm	Unit 1: UX Origins & Applications	Unit 2: UX & Human Contexts	Unit 3: UX Practices: Making	<b>Retrospective</b> Portfolio / OTJ / Assignment planning & Questions

## UX HUMAN CONTEXTS

- This unit will explore and examine the context of people within user experience, looking at user and human behaviour.

## UX PRACTICES: MAKING

- In this unit apprentices will begin to establish and identify the approaches that product and user interface designers use to realise their ideas and communicate them with others. This unit will embed some basics of design.


## UX ORIGINS + APPLICATIONS

- This unit explores the origins of UX, providing an opportunity to map the UX landscape and making distinctions between key destinations, such as usability, accessibility, interaction design, human-computer interaction, and human-centred design.


# How this Triad based delivery might work



*For instance, your organisation is a pizza company. You're aware that there are issues with your online ordering.*



*In this case, your UX colleague (apprentice) will first explore in detail how the current web/app interface measures up against defined standards for usability. They will then define a user and a scenario (such as selecting an item, adding toppings, selecting delivery preferences, and moving through the payment process): making detailed notes on this user journey and supporting observations with references to research regarding how users interact on digital platforms.*



*They will then present an annotated critique of the existing interface that highlights areas where the experience could be improved before demonstrating an enhanced interface and user journey.*

## UX METHODS

- In this unit students will be introduced to UX theories and methods and will practically apply those skills to explore a user's experience with a digital product. Students will apply what was learnt in the Origins and Applications unit to identify how to improve an existing digital product.

## UX SYSTEMS CONTEXTS

- UX exists in wider contexts of social and technical systems - from the computer to the corporation. You will choose some of these contexts to frame identification of what problems UX can provide solutions for. You will begin working in teams to explore the importance of communication, diversity of target audience and empathy. This unit will also underline the absolute importance of accessibility for all of our planning, ideation and creation throughout the course.

## UX PRACTICES 2 COMMUN- ICATING

- Building from UX Practices 1, students will define and identify the importance of content design and different means of interaction between people and organisations via applications, websites and other digitally enhanced objects.

# Creative Digital Design Units - 4 Year Overview

YEAR 1	Creative Digital Design Fundamentals	Graphic Design Fundamentals	Introduction to User Experience
	Accessible Design	Platform Production Fundamentals	Visual Identity & Branding
YEAR 2	Data Visualisation and Storytelling	Digital Media Platforms 1 - User Interface	Digital Media Platforms 2 - Audio-visual
	The Communication of Ideas	Concept and Prototype Development	Managing/Operating Digital Brands
YEAR 3	Workflow, Process and Practice	Project Design and Delivery	Digital Design Governance
	Emerging Platforms and Technologies - 3D	Digital Media Platforms 3 - Immersive	Technology and Design Emerging Practice
YEAR 4	Production Planning and Management	Synoptic Project: Define and Design (30 credit)	CDDDA Synoptic project: Do and review (20 credit)
	Design Leadership and Strategy		
	Career Development and Portfolio (10 credit)		

# CDDP Learning Model : Example Y1 Sem 2

	<b>Wednesday</b>	<b>Thursday</b>
10am -1pm	Accessible Design	Platform Production Fundamentals
2pm – 5pm	Accessible Design	Platform Production Fundamentals

**CREATIVE  
DIGITAL  
DESIGN  
FUNDAMENTAL**

**GRAPHIC  
DESIGN  
FUNDAMENTAL**

**INTRODUCTION  
TO UX**

- A range of creative processes and perspectives will be introduced in this unit. They will be explored alongside an investigation into industry standard toolsets and workflows as used within contemporary creative design industries. The work will be evidenced through the production of a portfolio of work.
- This unit explores the fundamental theories, principles and methods of graphic design practice including the use of image, typography, colour, hierarchy, scale, grids and composition within digital design layouts. Apprentices will undertake research within the field of design and related areas of visual culture and explore the introduced concepts via the production of practical digitally produced design work as supported by tutor and peer/industry critique.
- This unit will introduce the principles of design for users' digital experience and their application within digital design process. This includes the fundamental concepts of user experience design including audience identification, user research methods, user-centric design, user journeys, design theories, wireframes, and human diversity.

## ACCESSIBLE DESIGN

- This unit will introduce the fundamentals of accessible design and what that means and includes. It fosters the development of understanding of accessibility, inclusive design, universal design, and cultural requirements and their integration with design processes. Legal and ethical frameworks affecting development of digital designs will be explored and discussed.

## VISUAL IDENTITY + BRANDING

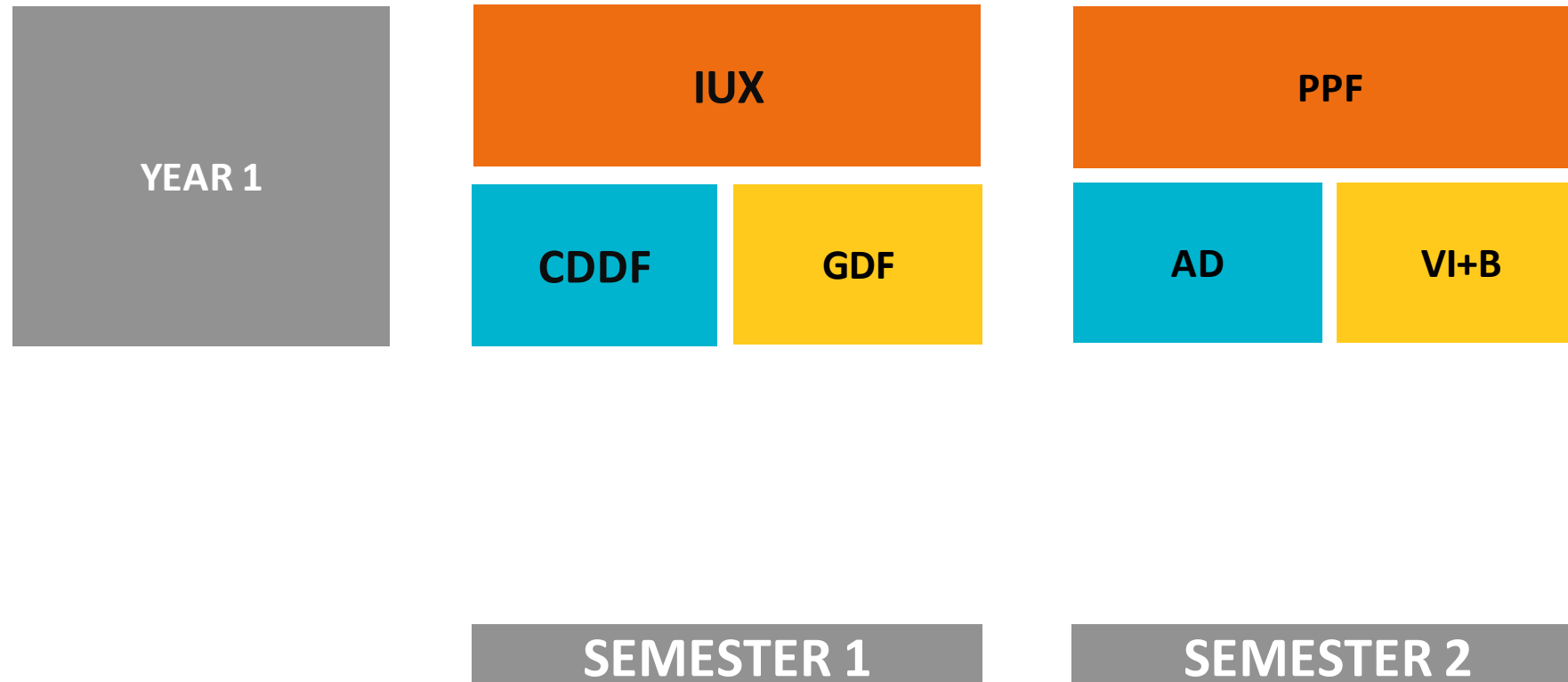
- This unit explores the core components of what makes digital brands distinguishable and identifiable, along with the different contexts within which they might be explored, e.g. in design, advertising and business. This unit will also consider what visual identity and branding are in a historical, social, cultural and commercial context.

## PLATFORM PRODUCTION FUNDAMENTAL

- This unit uses current and directed interactions with contemporary digital platforms, environments and technologies to begin a process of investigating, critiquing, and questioning how these platforms work. By making links between theory and practice apprentices will survey and define what may be unique aspects of digital design practice.





# CDDP Delivery Model : Y1 Semesters



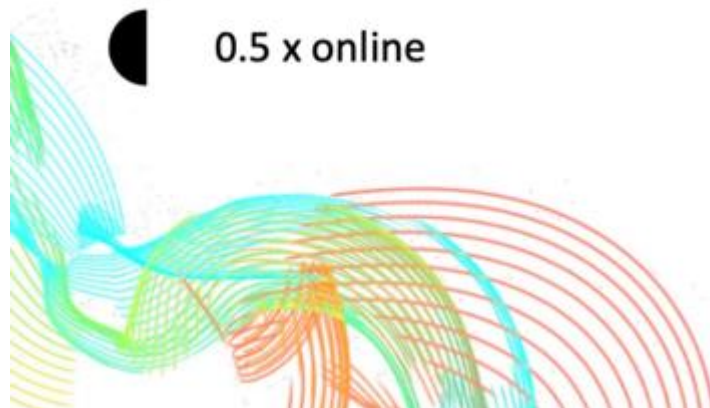
# CDDP Delivery Model : Y1 Semester 1 Example

Delivered in a hybrid delivery attendance model of 2/3 classroom lectures and workshops, and 1/3 by online sessions focussed on...

-  Creative Digital Design Fundamentals
-  Introduction to User Experience
-  Graphic Design Fundamentals

-  1 x on campus
-  0.5 x online

As indicated in the image below highlighting taught sessions in Semester 1, apprentices' university-based learning is clustered around specific points alongside further support opportunities.



# Example Learning Objectives for Y1 Units

## CDDF

- Recognise and express theoretical perspectives and approaches to digital design.
- Distinguish and example digital design workflows through the production of defined digital artefacts in response to a given brief.
- Outline and record their professional development.

## GDF

- Locate and analyse a diverse range of research material relating standard methods graphic design practice.
- Formulate a variety of creative responses which utilise fundamental graphic design theories, principles and methods.
- Produce a portfolio of relevant finished digital design artefacts.

## IUX

- Describe key principles and theories surrounding user experience design to the critical evaluation of a digital product.
- Review and apply user experience design approaches.

# Line Manager Synopses for Units

## Programme assessments

- Practical application of ideas
- Nothing in the abstract, relies on real-world situations for work-based learning
- Proposals, essays, designs, content creation, reports, portfolios, videos
- Line Manager Assignment Overview

Unit name	Graphic Design Fundamentals
Unit code	1J4Z1050

Other connected units:

Visual Identity and Branding  
The Communication of Ideas

Line manager synopsis:

Unit overview:

This unit explores the fundamental theories, principles and methods of graphic design practice including the use of image, typography, colour, hierarchy, scale, grids and composition within digital design layouts. Apprentices will undertake research within the field of design and related areas of visual culture and explore the introduced concepts via the production of practical digitally produced design work as supported by tutor and peer/industry critique.

An example of a graphic design output from within the apprentice's organisation will be selected on the understanding that there are aspects that can be improved. Apprentice's will annotate the existing design while considering how it performs against what have been established as fundamental design principles. Following this process, a redesign process will take place using a rationale that is drawn from the apprentice's background reading and understanding of successful and functional graphic design.

An example submission might consist of an overview of company email communications that are intended to keep customers up to date with an ongoing transaction. Following the apprentice's detailed critique of the current email format, it may be found that the hierarchy of information is flawed: that it seemingly prioritises detail that is not immediately required by the user. Additionally, it may be argued – with support from research – that a graphic device could better illustrate where the customer is in terms of completing the transaction. The apprentice will then look to demonstrate an improved version complete with notes that highlight and explain the changes.

Content covered:

Session 1  
The underpinning principles of graphic design and how we can evaluate a designed product.  
Design terminology and definitions.  
Analysing our own organisations' graphic design materials.

Session 1  
Key movements and schools of design including a historical perspective.  
Referencing.

Session 3  
Redesigns: overview of previous projects.  
Changing culture through design.

Session 3  
Writing about design.  
Assessment support.

Learning outcomes:

LO1 Locate and analyse a diverse range of research material relating standard methods graphic design practice (K1, K2).  
LO2 Formulate a variety of creative responses which utilise fundamental graphic design theories, principles and methods (K1, K2, S2).  
LO3 Produce a portfolio of relevant finished digital design artefacts (S9).

Unit name	LUX Human Contexts
Unit code	1J4Z1001

Other connected units:

LUX Origins and Applications  
LUX Practice 1: Making  
(The apprentices work on the same project/problem for the three units.)

Line manager synopsis:

Unit overview:

This unit will explore and examine the context of people within user experience, looking at user and human behaviour.

Apprentices will select a product from their workplace (as also applicable to the semester's other two units), then identify its users and their behaviour. Using the information gathered from secondary and/or primary sources, UX artefacts will be created. Apprentices will produce personas, a user story, a user scenario, and a user map that can be used professionally with colleagues within the UX design process.

Alongside the artefacts, apprentices will write a report that describes user behavioural theories.

An example submission could include a document with annotated UX artefacts focussed on users of a price comparison product. Annotations may contain definitions of what each artefact is, and notes about interesting insights the artefacts highlight. For example, some users may want to see the cheapest options, whereas other may want filters to refine what they see based on specific criteria. A written report accompanies the artefacts, introducing and describing relevant user behavioural theories and how they positively or negatively impact the user(s) researched in the UX artefacts.

Content covered:

Script 1:

- Terminology for referring to users (target market, target audience, and end user).
- Overview of methods and approaches to gather research about users (secondary research, observations, interviews, and surveys).
- Introduction to design and UX principles (Dieter Rams' 10 Principles of Good Design, and Nielsen/Norman's Visual-Design Principles in UX).

Script 2:

- Empathy mapping.
- Personas and information to include (such as NRS social grades, needs and aspirations, problems and concerns, and demographic data).
- User scenarios (written, storyboard, or comic form).
- User stories (as a... I want to... so that...).
- Introduction to different types of user maps (journey map, experience map, user story map, workflows, and wireflows).

Script 3:

- Introduction to usability (Queenerbery's 5Es of Usability, Norman's Design of Everyday Things, and Microsoft's Inclusive Design Toolkit).
- Models of disability (legal and social).
- Principles of inclusive digital design.
- Cultural design (Hofstede's 6 Cultural Dimensions, and mental models).
- Behavioural theories (nudg theory, cognitive load, and Gestalt principles).
- Deceptive design (Brignull's 12 types of deceptive design).

Learning outcomes:

- LO1 Describe established theory related to the analysis of human behaviour with digital products (K2, K3, K13, S7, B4).

# Confidentiality in Assessments

We take confidentiality very seriously.

- Common sense / Professionalism
- NDA in small number of cases
- Students are advised to carefully follow their employer's confidentiality policy

***We advise Line Managers to read through their apprentice's piece of work before submission to check that they have followed your organisations guidelines***



# Degree Classifications

Classification	Percentage
1st	70% and above
2:1	60%
2:2	50%
3 <sup>rd</sup>	40%
Fail	Below 40%

Unit level	Final classification weightings	
	<i>Either</i>	<i>Or</i>
4	(Note: must pass and progress all level 4 units)	
5	25%	
6	75%	100%



# Learner Support

# CDDP SKILLS COACH TEAM



**Tracy Thomson**

Digital Skills Coach

[T.Thomson@mmu.ac.uk](mailto:T.Thomson@mmu.ac.uk)



**James Webster-Gardiner**

Digital Skills Coach

[James.Webster-Gardiner@mmu.ac.uk](mailto:James.Webster-Gardiner@mmu.ac.uk)



# DUXDA SKILLS COACH TEAM



**David Peters**

Digital Skills Coach

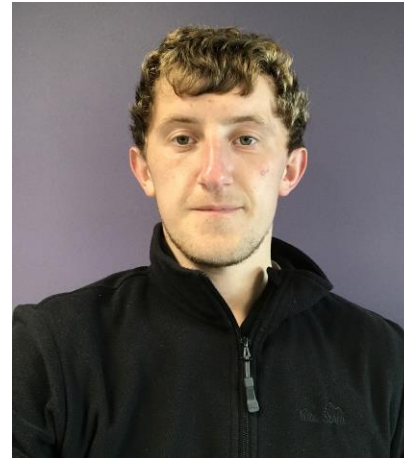
[D.Peters@mmu.ac.uk](mailto:D.Peters@mmu.ac.uk)



**Sanaa Limbada**

Digital Skills Coach

[s.limbada@mmu.ac.uk](mailto:s.limbada@mmu.ac.uk)



**Jay Hibbert**

Digital Skills Coach

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**Caithy Walker**

Digital Skills Coach

[caithy.walker@mmu.ac.uk](mailto:caithy.walker@mmu.ac.uk)

# Skills Coach Support

- Each apprentice is assigned a dedicated Skills Coach who conducts quarterly tripartite reviews with their apprentice and their line manager to monitor progress and set workplace and KSB related targets
- Point of contact for apprentice and line manager
- Pastoral support and guidance (e.g. Exceptional Factors and referrals) and encouragement
- Support and preparation for end-point assessment
- Support the development of the apprentice's portfolio
- Lead professional development and skills workshops



Review 1

Sept - Dec



Review 2

Jan - March



Review 3

March - June



Review 4

June - August

# Line Manager's role

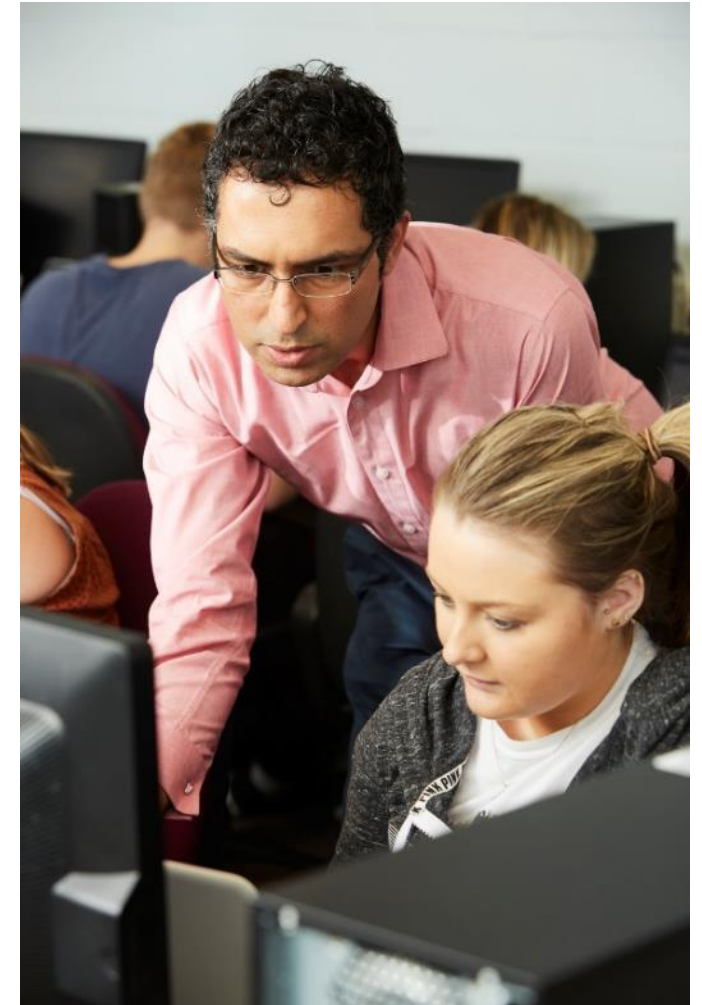
- Re-enforce University attendance policy
- Give direction response to assignment briefs
- Regular one-to-ones with apprentice – give constructive feedback
- Encourage them to network and access expertise within the organisation to develop skills and behaviours
- Be conscious of their assignment deadlines & attendance days
- Read assignments before submission and check that it does not breach your confidentiality policy
- Attend tri-partite reviews with your apprentice and their Skills Coach
- Where possible not approve annual leave during on campus time.



***Above all, the line manager should be ready to expose the Apprentice to new experiences in the workplace that will allow them to put practice and develop their emerging Knowledge, Skills and Behaviour.***

## Reviews

- Apprentice, line manager, Skills Coach
- In the workplace / conference call / video meeting
- Every 12 weeks
- Approximately one hour
- Line manager is required to be present for the last half hour, welcome for the whole hour
- You do not have to wait until the next scheduled meeting if you have any issues or concerns

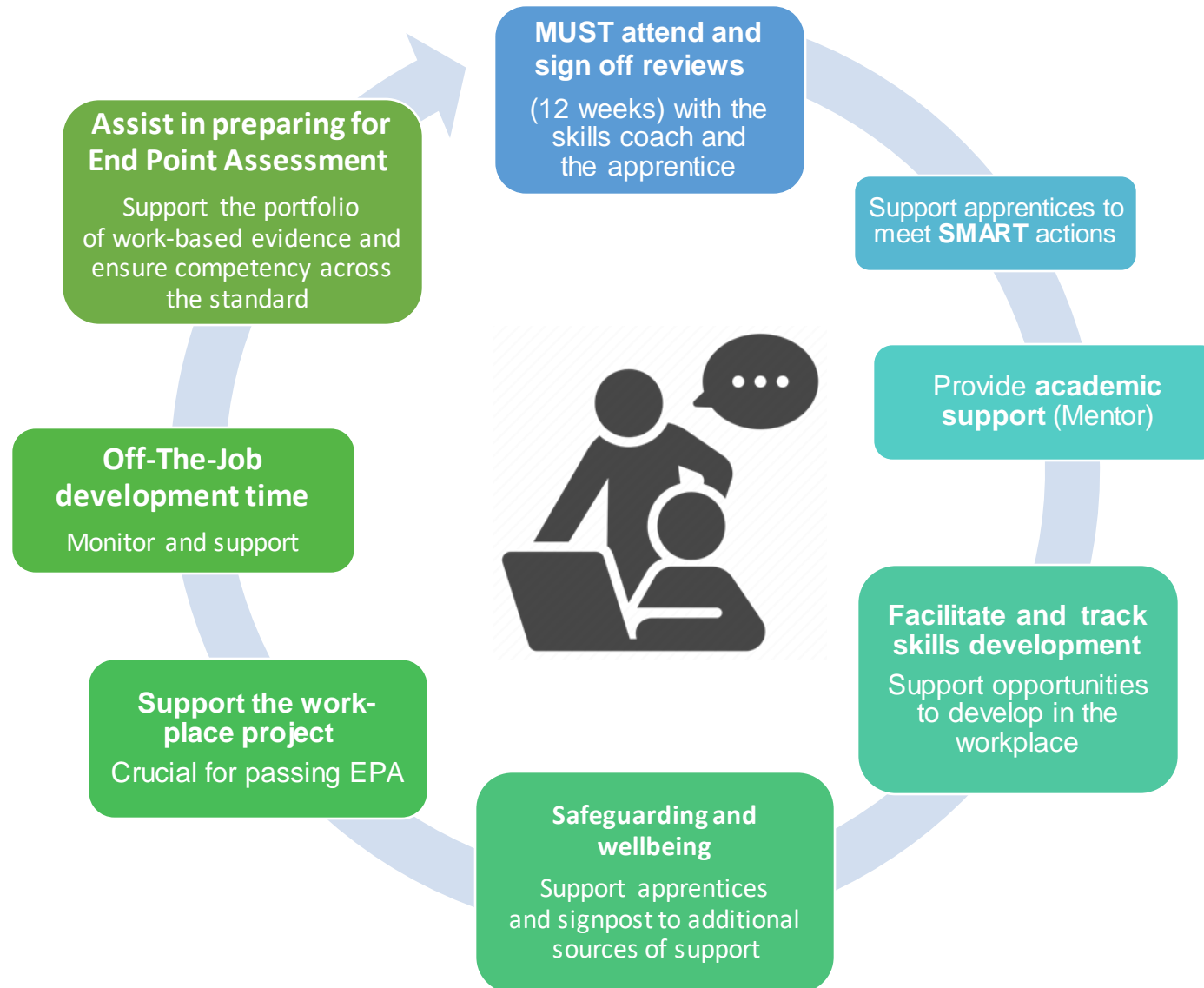


## Reviews-Why we do them?

- Three-way dialogue between the line manager and/or mentor
- University and work progression
- Identifying any support needs
- SMART target setting
- Development of the e-portfolio
- Capturing Skills and Behavioural evidence in the workplace



# Manager/Mentor role summary



# ATTENDANCE POLICY

- Apprentices are reminded that their time at University is a working day, for which they are paid, so we expect full attendance.
- For each session they attend, apprentices must register their University ID card against the card reader, which will record their attendance.
- If apprentices are absent from University, they must log their absence and reason for this our systems
- They are reminded that this information will be shared with their employer
- Wherever possible, please do not approve annual leave during University time as you apprentices will miss a considerable amount of learning, for which they will need to catch up on



# Identify great projects. Share & celebrate your apprentices



## Degree apprenticeships

Outstanding success

"Since embarking on this programme, I have found myself more frequently thinking as a designer would, asking more questions and looking at the intention behind designs. The exercises we have done in class have challenged me to be more innovative."

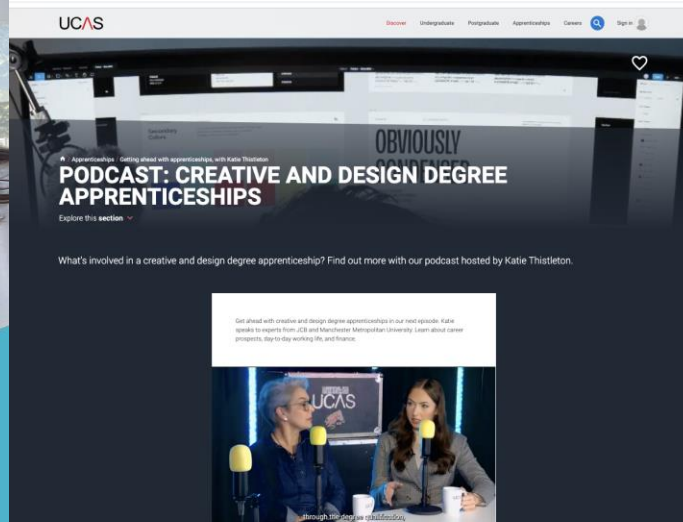
**"THE PROGRAMME HAS REALLY HELPED BUILD UP MY CONFIDENCE WITHIN THE WORKPLACE. I FEEL LIKE I NOW HAVE A LEVEL OF EXPERTISE WHERE I CAN OFFER VALUE TO MY TEAM."**

I feel optimistic about the position I will be in at the end of my apprenticeship. Not only will I be fully qualified for a creative director role, but I will also have completed many years of valuable work experience within a well-known luxury business."

Abigail Abrahams  
Creative Digital Design Professional Degree Apprentice  
Christie's



Creative Digital Design Professional Degree Apprenticeship  
Find out more about the programme [here](#)



Featuring our expert panel



Sarah Parks: Graphic design degree apprentice at JCB



Coral Grainger: Apprenticeship development manager at Manchester Metropolitan University

**Degree Apprenticeships at Manchester Metropolitan U...**  
3,504 followers  
4mo · 🌐

👉 As a Digital User Experience (UX) degree apprentice at **Auto Trader UK**, Eniya has been given the opportunity to collaborate with designers and developers to bring her designs to life.

🗨️ "That's never happened before."

Watch her video 📺

<http://ow.ly/6Tla500bXk9>



👍❤️👍 73

11 comments · 6 reposts

👤 Like 💬 Comment 🔄 Repost ➦ Send

**Eniya Ali** · 1st

Product Design Apprentice at Auto Trader UK  
4mo · 🌐

**AJ Bell**  
32,651 followers  
6mo · Edited · 🌐

This week's spotlight is on **Amy Pridding**, Digital UX Apprentice and recent winner of Apprentice of the Year, Tech, Digital and Creative at the North West Apprenticeship Awards.



## SPOTLIGHT

Amy Pridding

Why did you choose an apprenticeship at AJ Bell?  
I have thoroughly enjoyed this apprenticeship, especially the social and cultural side of it. I've also been given several opportunities as recently featuring in a podcast for International Women's Day talking about my experiences working in tech and representing Manchester Metropolitan University by meeting with the Minister of Higher and Further Education.

What have you enjoyed most about the apprenticeship?  
I have thoroughly enjoyed this apprenticeship, especially the social and cultural side of it. I've also been given several opportunities as recently featuring in a podcast for International Women's Day talking about my experiences working in tech and representing Manchester Metropolitan University by meeting with the Minister of Higher and Further Education.

What do you get up to away from work?  
I'm a huge Formula 1 fan and love watching the races on the weekends. I'm also lucky enough to go to the 25 Grand Prix this year. I got to see all the drivers and watch my favourite race in person. I am planning to go to the garden Grand Prix next year. I'm also very close to my family, especially my Nana, and love seeing her all on the weekends.



Apply now  
[ell.co.uk/group/careers](http://ell.co.uk/group/careers)



# TIPS

- **Get comfortable with the Standard and KBSs**
- **Ensure good communication**
  - Arrange regular one-to-ones to monitor progress.
  - Make sure apprentices tell you when reviews are scheduled and any deadlines they are working to. Recognise pinch-points early.
- **Share your expertise**
  - Talk to them about shadowing and other work-based development opportunities.
  - Facilitate learning in other areas of the organisation.
- **Work hand-in-hand with Skills Coach**
  - Ensure your apprentice accesses the support available.

# Systems and Support

# E-Portfolio

All Degree Apprenticeship programmes at Manchester Metropolitan University make use of an E-Portfolio

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](mailto:telapprenticeship@mmu.ac.uk)

# 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](#)

## SAFEGUARDING APPRENTICES

INFORMATION FOR EMPLOYERS



### 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 eg: Andrew Tate
- The support on offer from Manchester Met.

## Career Development support

- Introduction to careers service
- Networking and managing personal/professional brand
- LinkedIn profile
- Digital safety

## EDI – 9 Protected Characteristics



## Democratic values

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

# SUPPORT AT MANCHESTER MET

## Disability Advisers

- Assess student need
- Draw up appropriate personal learning plans
- Facilitate applications for Disabled Students' Allowances
- Work with academic depts. to ensure support requirements are met

## Academic and Study Skills Tutors

- One-to-one study skills support
- Academic and study skills workshops/webinars/online support
- Bespoke, in-curricular sessions for programmes
- Support for students with specific learning difficulties

## Student Wellbeing Advisers

- Professional wellbeing support for students with low to moderate mental health and anxiety issues
- A triage service to identify students who need more specialist support
- A proactive approach to wellbeing
- Support for students with specific learning difficulties

## Student Experience Officers

Support the development of learning communities by:

- Organising induction activities
- Helping with student societies
- Developing and maintaining peer mentoring and social media platforms
- Promoting student surveys

## Student Hub Services Student Advisors

Non-academic related queries including:

- Student finance and Met Card queries
- Exceptional factors claims support
- Support for student engagement
- Personal emergency evacuation plans
- Referral to specialist services

## Counsellors and Mental Health Advisers

- One-to-one and group-based counselling
- Management of students with high risk and complex mental health conditions
- Liaison with NHS and other external therapeutic providers

# Meetings & Communication

# Meetings & Communication

**Tri-partite Reviews – Line Manager, Skills Coach and Apprentice**

**Employer Advisory Boards – for Strategic / Apprenticeships ' Main Contact' - or identified alternative**

- Meet twice per year (usually December & May/June)
- Employer feedback around programme delivery and development – critical for this programme
- Supported with student feedback
- DUXDA & CDDP Combined

**Account Reports & Calls – if needed**

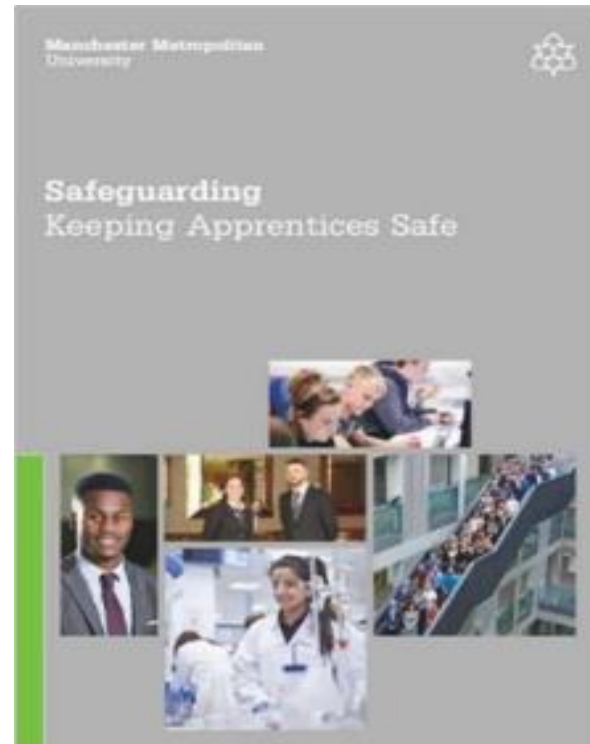
- Frequency?

**Open Evenings – information and recruitment**

- November & March tbc



# Support material – Employer Resource Pages



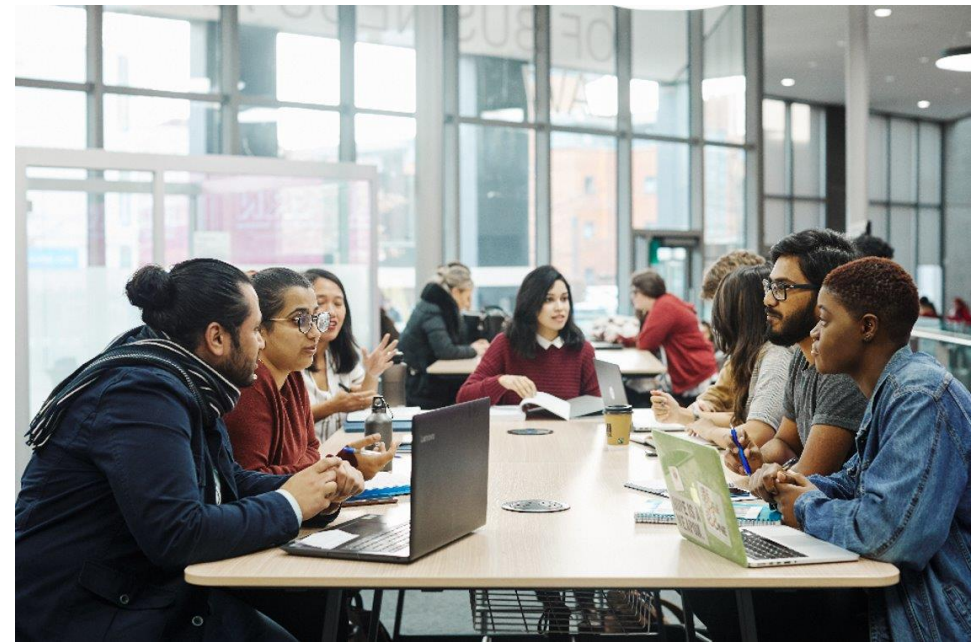
Welcome to Manchester Met's degree apprenticeship employer resources pages. You will find general information below, as well as links to course-specific documentation. We also have a dedicated brochure page. Please contact your Apprenticeship Development Manager, email [apprenticeships-employer@mmu.ac.uk](mailto:apprenticeships-employer@mmu.ac.uk) or call (+44) 0161 247 3720 (9:00am - 4pm Monday to Friday) if you have any further questions.

KEY DOCUMENTS	▼
<b>COURSE-SPECIFIC RESOURCE PAGES</b>	▼
APPRENTICESHIP OFF-THE-JOB GUIDANCE	▼
E-PORTFOLIO GUIDE AND HOW TO GAIN ACCESS	▼
END-POINT ASSESSMENT (EPA)	▼
SAFEGUARDING ADVICE	▼

- [Employer Resource Area landing page](#)
- [CDDP Specific Information for Managers](#)
- [DUXDA Specific Information for Managers](#)

## Recap and questions

- Understand the **DUXDA & CDDP standards** 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@mmu.ac.uk](mailto:apprenticeships@mmu.ac.uk)



# GOOD LUCK!

We're excited to follow your apprentices journey through to graduation.



