Year 1 / Semester 1 overview

The following three units all make use of the same digital product from the apprentice's organisation: one that is selected due to being viewed as incorporating a poor user interface. Once selected, this choice of product is to be verified by a unit lead/lecturer. If an apprentice struggles to find an example within their own organisation, an example from further afield can be selected but this should also have its suitability agreed by a tutor prior to the apprentice starting on the assessable work.

Once confirmed, apprentices will use introduced theories, models and frameworks to break down the user journey. They will also use tools to define prospective users and define scenarios for the product's use. The final part of this suite of units involves annotating the current interface before offering a revised version and demonstrating an improved user journey to a specific outcome.

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.

Unit name	UX Origins and Applications
Unit code	1J4Z1000

Other connected units:

UX Human Contexts
UX Practices 1: Making
(The apprentices work on the same project/problem for the three units.)

Line manager synopsis:

Unit overview:

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.

The unit looks at the PACT (People, Activities, Contexts and Technologies) framework, which we adopt to provide a focused discussion and examination of user centred UX experiences (as they are encountered in all walks of life, not just those that are rich with technology). Within the unit, we start to consider how we can go about creating and designing positive user experiences and avoiding the pitfalls that lead to negative ones.

Apprentices will select a product from their workplace (as also applicable to the semester's other two units). As part of this unit; the apprentice will discuss user experience and how its many components (interface design, accessibility, interaction design, aesthetics, HCI, and so on) are evident in, or have contributed to, the selected product's UX.

In addition, the apprentice will reconstruct the product's overall user experience by identifying and describing the aspects of the digital product that can be classified into Benyon's PACT framework and explain these classifications: People, Activities, Context, and Technology.

An example submission will consist of a written document incorporating screenshots of the current problem UX interface discussing the above elements and incorporating the PACT framework. Word counts for different sections are provided to students. Example projects can include but not limited to a price comparison on a website, an online form, searching and selecting a product and adding to a basket.

Content covered:

Sprint 1:

- Exploring the UX Landscape: The coverage of this topic considers what UX is, its primary concerns and its origins.
- Usability: Supported by video resources, this element defines usability while also introducing some design principles.
- Human Centred Design: Apprentices will consider why putting people first in the design process matters.
- Assessment Support

Sprint 2:

- The PACT Framework
- Accessibility
- Interaction Design
- Human-Computer Interaction
- Assessment Support

Sprint 3:

- Light recap of theory from the previous two sprints
- Assessment Support and making sure all apprentices feel happy with moving forward with the assignment

Learning outcomes:

LO1 Review the core concepts and principles that underpin the discipline of user experience *(K1, K2, S7, S9)*.
LO2 Illustrate how user centred design can be employed to specify user interventions that respond to the needs of stakeholders *(K15, S7, S9, B4)*.

KSBs:

- 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.
- 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.
- 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.
- S9 Design, facilitate and evaluate requirements gathering, ideation and co-design activities, involving stakeholders and/or users.
- B4 Champions accessibility and diversity in order to create inclusive solutions.

Unit name	UX Human Contexts
Unit code	1J4Z1001

Other connected units:
UX Origins and Applications UX Practices 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:

Sprint 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).*

Sprint 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).*

Sprint 3:

- Introduction to usability *(Quesenbery'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 *(nudge 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).*
- LO2 Reflect on the user behaviour to create artefacts for the design process *(K3, K13, S7, S9, B3, B4).*
- LO3 Identify and use the appropriate artefacts that *define the context* of use of digital products *(K3, K13, S7, S9, S15, B4).*

KSBs:

- 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.
- K13 The legal, ethical, professional and regulatory frameworks which affect digital products and services.
- 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.
- S9 Design, facilitate and evaluate requirements gathering, ideation and co-design activities, involving stakeholders and/or users.
- 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.
- 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.
- 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.

Unit name	UX Practices 1: Making
Unit code	1J4Z1002

Other connected units:

UX Origins and Applications
UX System Contexts
(The apprentices work on the same project/problem for the three units.)

Line manager synopsis:

Unit overview:

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.

The work within the unit will investigate techniques and tools such as paper prototyping, sketching and user interfaces while additionally making further use of the identification of prospective users within the Human Context unit.

Apprentices will focus on the same product that is explored in the other two of the semester's units (above) and present a visual critique of a user interface. They will annotate issues that they observe as having negative impact on the user journey before illustrating an improved interface and demonstrate a user journey to a specific/defined goal.

An example submission could consist of an internal or externally facing online form that has been identified as problematic for users. An apprentice may then deconstruct the existing design while referencing background reading that highlights good design practice before defining and demonstrating design improvements that would make the user experience more successful. This could be through the addressing of accessibility shortfalls or by reconsidering a layout in response to observations regarding the hierarchy of information.

Content covered:

Sprint 1:

- An introduction to good design pulling from Robin Williams' *The Non-Designer's Design Book*.
- An introduction to typography, colour and accessibility.
- Defining styles, components and patterns.

Sprint 2:

- Divergent and convergent thinking cycles.
- Sketching activities.
- Iteration.

Sprint 3:

- Work in progress: considering the assessment criteria and feedback on work to date.

Learning outcomes:

LO1 Describe and identify the use of wider design conventions within digital products *(K1, S9).*
LO2 Define a digital product using techniques and tools to produce discrete user interface elements and user journeys *(K15, S9).*
LO3 Define the use cases for the different UX design artefacts used to create UX products. *(K2, K15, B4).*

KSBs:

- 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.
- 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.
- S9 Design, facilitate and evaluate requirements gathering, ideation and co-design activities, involving stakeholders and/or users.
- B4 Champions accessibility and diversity in order to create inclusive solutions.