

# **Synoptic Project & EPA Briefing**

## **Digital User Experience – Preparing for Year 4**

**June 2024**

**Please note that this session  
will be recorded**

## Session Outcomes



- Provide you and your line manager with an overview of how to prepare for Year 4
- Provide you and your line manager with an overview of Gateway
- Provide you and your line manager with an overview of Synoptic Project and End Point Assessment
- **Please note that a more detailed briefing will be delivered during induction**

# Welcome : DUXDA Programme team



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**Head of SODA:**

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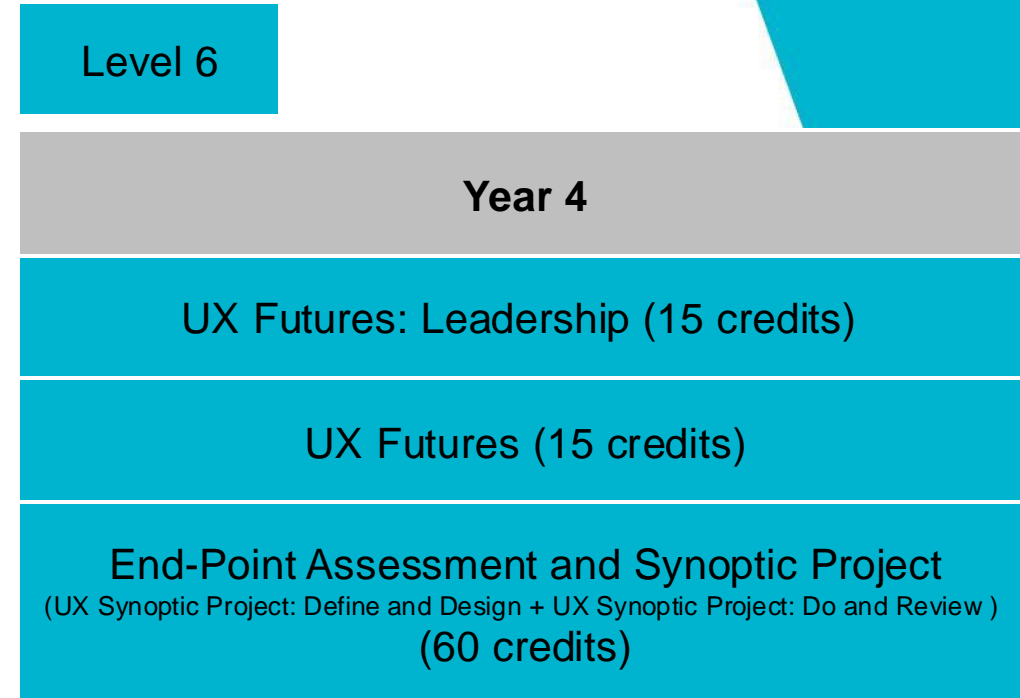
**Skills Coach:**

Caithy Walker

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# Year 4 Timeline

- **UX Futures: Leadership**
  - Starts: w/c 16th Sept 2024
  - Assessment deadline: 20th Dec 2024
- **UX Futures**
  - Starts: w/c 16th Sept 2024
  - Assessment deadline: 20th Dec 2024
- **UX Synoptic Project: Define and Design**
  - Starts: 6th Jan 2025
  - Assessment deadline: 14th Feb 2025
- **UX Synoptic Project: Do and Review**
  - Starts: 10th March 2025
  - Assessment deadline: 23rd May 2025
  - EPA Event:



# Year 4 – Semester 1 Units

## UX Futures: Leadership - 1J6Z1003

### Overview

In this unit, apprentices will explore the key aspects of management and leadership, reflecting on people and organisations, styles, models and behaviours before appraisal of their own leadership style/s.

### Learning outcomes

**LO1** Critically reflect on differing leadership and management approaches.

**LO2** Critically discuss and appraise their own leadership and management style/s.

### Assessment

Due: 20th Dec 2024

Presentation



Jill Griffiths  
Head of SODA

# Year 4 – Semester 1 Units

## UX Futures - 1J6Z1002

### Overview

In this unit, apprentices will reflect on and explore what they have learned through the course. They will critically reflect on how established techniques in UX can initiate and deploy new and emerging technologies and interfaces and the implications for people.

### Learning outcomes

**LO1** Critically reflect on established UX principles and their application to emerging technologies.

**LO2** Critically evaluate and discuss what the implications of current UX trends mean for the future of digital products.

### Assessment

Due: 20th Dec 2024

Report



Christine Charnock  
Lecturer in UX

# Delivery:

## SEMESTER 1

- INDUCTION/SPRINT 1  
– w/c 16<sup>th</sup> September 2024
- SPRINT 2 – w/c 14th October 2024
- SPRINT 3 – w/c 18th November 2024

M	T	W	T	F
Stand Up	1J6Z1003	EPA Prep	1J6Z1002	
1J6Z1003	EPA Prep	1J6Z1002	Retrospective	

## SEMESTER 2

- ONLINE BRIEFING – 6th January 2025
- SPRINT 1 – w/c 13th January 2025
- SPRINT 2 – w/c 10th March 2025
- SPRINT 3 – w/c 14th March 2025

M	T	W	T	F
1J6Z1004	1J6Z1004 Skills session	1J6Z1004 Independent	1J6Z10024 Independent	
1J6Z1004	1J6Z1004 Skills session	1J6Z1004 Independent	1J6Z1004 Independent	



# End Point Assessment

# How are you assessed at End Point Assessment?



## **Method 1**

60-minute Professional discussion (underpinned by a portfolio)

Grading:

Fail/Pass/Distinction

## **Method 2**

2500-word work-based project report and 50-minute presentation with questioning  
(30-minute Presentation; 20-minute Q+A)

Grading:

Fail/Pass/Distinction

## **Overall EPA**

Grading: Fail/Pass/Merit/Distinction

# Process

End Point Assessment  
Gateway

Project Report and  
Presentation Materials  
Submitted

Live EPA: Presentation  
with Questioning and  
Professional Discussion

# Gateway

# Gateway – What is it and why is it important?



To be able to progress to your End Point Assessment (EPA), we must ensure that you have:

- ✓ Achievement of 330 credits of the BA or BSc Digital User Experience UX Degree
- ✓ Achievement of the knowledge, skills and behaviours in the Digital User Experience Professional (Integrated Degree) Apprenticeship Standard
- ✓ Met the 20% off-the-job requirement
- ✓ Has been employed throughout the duration of the Apprenticeship
- ✓ Has evidence of achievement of Maths and English qualification at a minimum of Level 2
- ✓ Submitted a portfolio of evidence online to underpin the Professional Discussion
- ✓ Submitted the project title and summary for the work-based project report and presentation with questioning

Your Employer and the University will have to sign off a gateway form to say you have met the above

**If you have not met the terms of gateway by the specified date, we will not be able to sign this form off and you will be placed on a Break in Learning as you cannot progress to EPA**

# When is Gateway?

You must have met the terms of gateway by:



# **Assessment 1: Professional Discussion (Underpinned by a Portfolio)**

# Assessment 1: Professional Discussion (Underpinned by a Portfolio)

- The Professional Discussion is a two-way discussion between the Apprentice and their Independent Assessor. It will test their understanding of their work and competency against the KSBs mapped to this assessment method.
- The Professional Discussion is underpinned by the portfolio of evidence. The evidence itself is NOT directly assessed – it is ONLY the professional discussion that is assessed
- The Portfolio of Evidence MUST be present during the Professional Discussion, and the Apprentice MUST refer to this and draw on its contents during the discussion
- The discussion MUST last 60 minutes. The Independent Assessor has the discretion to increase the time of the discussion by up to 10% to allow the apprentice to complete their response.
- The Professional Discussion must be audio-recorded for moderation and internal quality assurance purposes



# Assessment 1: Professional Discussion (Underpinned by a Portfolio)

- The Professional Discussion will comprise of four themes (each mapped to KSBs assessed by this method).
  - Theme A: Conceptual and Thematic Awareness**
  - Theme B: Methodological Awareness and Deployment**
  - Theme C: Leadership**
  - Theme D: Professional Competencies**
- Please make sure you and your Apprentice know exactly which KSBs are mapped to this assessment method (you can find this in the [assessment plan](#) and slides below). We have spoken to and guided Apprentices through this on several occasions.
- Please make sure that you and your Apprentice also understand the grading criteria for the Professional Discussion (you can find this in your [assessment plan](#) and slides below). We have spoken to and guided Apprentices through this on several occasions.

# Theme A: Conceptual and Thematic Awareness

Theme A: Conceptual and Thematic Awareness	
<b>K1</b>	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.
<b>K2</b>	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.
<b>K4</b>	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.
<b>K6</b>	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.
<b>K7</b>	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.
<b>K13</b>	The legal, ethical, professional and regulatory frameworks which affect digital products and services.
<b>K14</b>	The benefits and constraints of creating inclusive user experiences, including how to critically analyse and evaluate designs against accessibility guidelines, policies and regulatory requirements.
<b>K15</b>	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.

# Theme B: Methodological Awareness and Deployment

Theme B: Methodological Awareness and Deployment	
<b>K9</b>	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).
<b>S4</b>	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).
<b>S8</b>	Design, facilitate and evaluate experimental tests using tools such as A/B and multivariate testing to enable a detailed approach to the development and continual improvement of UX solutions.

## Theme C: Leadership

Theme C: Leadership	
<b>S17</b>	Use advanced cognitive skills to deal with competing interests within and outside the organisation, through well-reasoned arguments and excellent negotiation skills.
<b>S19</b>	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.
<b>B5</b>	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
<b>B7</b>	Undertakes independent decision-making in complex, unpredictable and changing circumstances.

# Theme D: Professional Competencies

Theme D: Professional Competencies	
<b>K12</b>	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.
<b>S18</b>	Work autonomously and interact effectively within wide, multidisciplinary teams, including designers, developers, engineers, analysts, project managers etc.
<b>S20</b>	Demonstrate competence in customer service, in active listening and in leading, influencing and persuading others.
<b>B3</b>	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.
<b>B4</b>	Champions accessibility and diversity in order to create inclusive solutions.
<b>B6</b>	Exercises initiative and personal responsibility and has the ability to continuously develop professionally.
<b>B8</b>	Is comfortable and confident interacting with people from different backgrounds and demographics and in delivering excellent customer service

# Portfolio of Evidence

- The portfolio should contain written accounts of activities that have been completed and referenced against the knowledge, skills and behaviours, supported by appropriate evidence, such as:
  - Rough sketches
  - Diagrams
  - User flows
  - Mock-Ups
  - Wireframes
  - Video / Animation / Audio Extracts
  - Written statements
  - Project plans
  - Reports
  - Minutes
  - Observation reports
  - Presentations
  - Feedback from managers, supervisors or peers
  - Papers or reports written by the apprentice
  - Performance reviews

# Portfolio of Evidence: Continued



The content must be sufficient to evidence the apprentice can apply the knowledge, skills and behaviours required as mapped to assessment method 1 (Professional Discussion).

There must be at least **one** piece of evidence relating to each knowledge, skill and behaviour mapped to assessment method 1. One piece of evidence can be referenced against more than one knowledge, skill or behavioural requirement. Typically, there will be between **6 and 10 pieces of evidence**

**The Skills Coach Team will be heavily involved in Term 1 and 2 delivery to support you with this**

**Mock EPA opportunities be provided over the course of your final year!**

# **Assessment 2:**

## **Work-Based Project Report and Presentation with Questioning**



# Assessment Method 2

**Made up of two components:**

1. A Work-Based Project Report (*Provided to the IA two weeks before the EPA*)
2. Presentation with Questioning (*Presentation materials provided to the IA two weeks before the EPA and delivered live on the day of the EPA to the IA*)

### Define & Design (30 credits)

Negotiating project  
scope & objectives with  
Employer & HEI

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

### Gateway

330 credits  
achieved.  
Employer & HEI  
agree Apprentice  
ready  
Apprentice  
submits final e-  
portfolio to EPAO

### Do & Review (30 credits)

Research & Deliver  
project  
  
Reflect & write-up

Apprentice:  
submits 2500  
word project  
report &  
Presentation  
to EPAO

### Collation

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

### EPA Event

Presentation &  
Questioning on Project  
(method 2.2)

Professional Discussion  
(method 1)

Apprentice:  
answers the  
Independent  
Assessors  
questions with  
reference to  
portfolio

# Assessment Method 2, Component 1: Work-Based Project Report

- The work-based project report should be designed to ensure the Apprentice's work meets the needs of the business, is relevant to their role and allows the KSBs mapped to this assessment method to be demonstrated for the EPA.
- 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.

# Assessment 2, Part 1: Work-Based Project Report

- The Apprentice must produce a report of 2,500 words (+/- 10%), excluding references, appendices, graphical and diagrammatic content, based on the work-based project
- Again, please be aware of the KSBs mapped to the work-based project (these can be found in your [assessment plan](#) and in the slides below).
- The Apprentice's report must include an appendix which maps where the report evidences each of the relevant KSBs for this assessment method against the four themes on the following slide

# Assessment Method 2, Component 1 – The Appendix

- The appendix should include:
- Mapping where the report evidences each of the relevant KSBs for this assessment method against the following four themes:

Theme E: Methodological Selection and Application

Theme F: Critical and Analytical Thinking

Theme G: Creative Thinking and Execution

Theme H: Effective Communication

# Assessment 2, Part 2: Presentation with Questioning

Your Apprentice will prepare and deliver a presentation that covers the KSBs assigned to this method of assessment

Your presentation will be based on your work-based project and will cover:

- The report scope
  - Outcomes/achievements
  - Any difficulties faced/lessons learned and recommendations
- 
- Again, the presentation should provide evidence against the following four themes:
  - E. Methodological Selection and Application
  - F. Critical and Analytical Thinking
  - G. Creative Thinking and Execution
  - H. Effective Communication

# Assessment 2, Part 2: Presentation with Questioning

Typically, the Apprentice's presentation would be 5 – 8 presentation slides. They can include a video, a walkthrough storyboard, demo of interactive mock-ups or demo of real products or prototypes

Presentation with questions will last 50 minutes.

Presentation = 30 mins

Questions and answers = 20 mins

Again the Independent Assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The presentation and questioning **MUST** be audio-recorded for moderation and internal quality assurance purposes

Again, please make sure you and your Apprentice is familiar with the KSBs and grading criteria for this assessment in your [assessment plan](#)

# Theme E: Methodological Selection and Application

Theme E: Methodological Selection and Application	
<b>K10</b>	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.
<b>K11</b>	How to solve problems through testing and evaluating solutions via analysis of test data and results from feasibility, acceptance and usability testing.
<b>S3</b>	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.
<b>S21</b>	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.



# Theme F: Critical and Analytical Thinking

Theme F: Critical and Analytical Thinking	
<b>K5</b>	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).
<b>S1</b>	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.
<b>S5</b>	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.
<b>S6</b>	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.
<b>S7</b>	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.
<b>S13</b>	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.

# Theme G: Creative Thinking and Execution

Theme G: Creative Thinking and Execution	
<b>K3</b>	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.
<b>K8</b>	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.
<b>S2</b>	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.
<b>S9</b>	Design, facilitate and evaluate requirements gathering, ideation and co-design activities, involving stakeholders and/or users.
<b>S10</b>	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.
<b>S11</b>	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.
<b>S12</b>	Design and refine clear, logical information architectures for content and data
<b>B1</b>	Is passionate about creating effective, efficient, delightful and innovative solutions that enhance user experience through the appropriate balance of form and function.
<b>B2</b>	Has a strong work ethic and commitment in order to meet the standards required.

## Theme H: Effective Communication

### Theme H: Effective Communication

<b>S14</b>	Articulate and communicate complex information, concepts and ideas effectively and concisely, through written, visual and verbal means.
<b>S15</b>	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.
<b>S16</b>	Manage expectations and present user research insight, proposed solutions and/or test findings to clients and stakeholders.

# Final Grading Judgement

# Weighting of assessment methods

- The assessment methods have equal weighting in their contribution to the overall EPA grade
- Both EPA methods must be passed for the EPA to be passed overall
- Apprentices cannot successfully complete the degree without successfully passing the EPA

<b>Professional Discussion</b>	<b>Work-Based Project Report and Presentation with Questioning</b>	<b>Overall EPA Grading</b>
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

# Final Grading

Please refer to your assessment plan as this provides you with clear information on how the EPA will be assessed and graded by the Independent Assessor:

## Grading Assessment 2: Work-based project, consisting of a report, presentation and questioning

Fail – Does not meet all the Pass criteria outlined below

KSBs and Themes	Pass In order to achieve a pass, all the pass descriptors mapped to this assessment method must be met.	Distinction In order to achieve a distinction, all the pass criteria must be met and all the distinction criteria mapped to this method must be met.
	<b>The apprentice is able to:</b>	<b>The apprentice is also able to:</b>
Theme E: <b>Methodological Selection and Application</b> K10, K11, S3, S21	Summarises how UX practices, design and research can be selected and applied to improve the delivery cycle  Demonstrates how they have selected an appropriate research method, fully justifying their approach, reporting on their analysis of test data  Records how to balance and trade-off project criteria, such as managing time and keeping to schedule	Evaluates the benefits and disadvantages of different research and analysis methods, in respect to their own work-based project  Validates their selection and application of UX practices, design and research and how they balanced and traded-off project criteria
Theme F: <b>Critical and Analytical Thinking</b> K5, S1, S5, S6, S7, S13	Reports independent analysis of test data, interpret results and evaluate proposed solutions leading to an understanding of user needs  Instigates and conducts a consultation with team members from other disciplines. Critically evaluates the results, arguments and data using their professional judgement	Produces an exceptionally clear and well-structured analysis of potential solutions, justifying the solution eventually chosen through interpreting and synthesising a range of data, insights and user information and having a secure understanding of organisational

16

# **Synoptic Project and EPA Practicalities**

# Key dates:



16th September 2024 - 12th December 2024	Semester 1 units: UX Futures +UX Futures: Leadership Also incl. EPA prep sessions	3 x on-campus sprints 2 x online IQA
6th January 2025	Start of Semester 2 unit 1: UX Synoptic Project: Define and Design	On-line briefing/workshop followed by supervision
14th February 2025	Deadline: UX Synoptic Project: Define and Design (Gateway)	Six weeks for apprentices to have completed project design / submission of e-portfolio to EPAO followed by three weeks to assess and provide feedback on PID
10th March 2025	Start of Semester 2 unit 2: UX Synoptic Project: Do and Review	On-campus briefing/workshop followed by supervision
		Seven weeks to do research and deliver project followed by further three weeks for writing up
	EPAO Collation	
	EPA event	



# On the day of your End Point Assessment



- The Professional Discussion will be conducted on the **same day** as the work-based project presentation and questioning
- Your End Point Assessment will take place online and a calendar invite will be sent to you ahead of time
- You **MUST** be given at least **TWO** weeks-notice of your EPA. We will be aiming to give you more than this

# Reasonable Adjustments

- If you require any reasonable adjustments for your EPA, you are encouraged to speak to the Inclusion and Disability Service at Manchester Met as soon as possible if you do not currently have a Personal Learning Plan in place - [Inclusion and Disability Service at Manchester Met](#)
- If you have a Personal Learning Plan in place, and have any questions regarding EPA, please raise this with your Skills Coach who will be able to confirm any arrangement have been applied for/requested with the Manchester Met EPA Team.

# Re-sits and re-takes

- Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.
- The apprentice would only re-sit or re-take the failed assessment element
- If the Professional Discussion s failed, the Apprentice is permitted to use the same portfolio during any re-sit or re-take attempt
- If the Project Report with presentation and questioning assessment method is failed, the apprentice must produce and submit a new report and presentation
- Maximum EPA grade of a PASS

# What can you do now in preparation for Year 4?



Over Summer, discussions between apprentice/line manager/mentors will help to locate an appropriate topic area and what the Synoptic Project could be.

**By 9 a.m. Monday 9th September 2024. please email [d.cookney@mmu.ac.uk](mailto:d.cookney@mmu.ac.uk) your proposed topic area.**

\*This doesn't need to be highly specific at this stage.

Keep it broad: e.g. conducting user research and usability testing on an existing product to suggest further improvements, designing and prototyping a product for a defined user group, developing a user-centred design methodology for a particular industry, examining ethics and governance within an area of UX.

\*The project cannot start any earlier than 6th January.

This advance notification is to help us coordinate supervisors for Semester 2 while aware that your project might still adapt/change.

# QUESTIONS



**Email:** [apprenticeships@mmu.ac.uk](mailto:apprenticeships@mmu.ac.uk)

**Twitter:** [@MMUApprentice](https://twitter.com/MMUApprentice)

**LinkedIn:** Degree Apprenticeships at Manchester  
Metropolitan University

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