



End-point assessment plan for Digital User Experience (UX) Professional (Integrated Degree) apprenticeship standard

Apprenticeship standard number	Level of this end point assessment (EPA)	Integrated
ST0470	6	Yes

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Digital User Experience (UX) Professional (Integrated Degree) apprenticeship standard. It is for end-point assessment organisations (EPAOs), which need to know how the EPA for this apprenticeship must operate. It will also be of interest to Digital User Experience (UX) Professional (Integrated Degree) apprentices, their employers and training providers.

Full time apprentices will typically spend 48 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met, and they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the independent assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Digital User Experience (UX) Professional (Integrated Degree) apprenticeship standard.

These are:

- Achievement of 330 credits of the BA or BSc Digital User Experience UX degree. (The final 30 credits of the BA or BSc Digital User Experience UX degree will be attributed to the end-point assessment).
- Achievement of the knowledge, skills and behaviours in the Digital User Experience (UX) Professional (Integrated Degree) apprenticeship standard.

For level 3 apprenticeships and above apprentices without English and Mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period typically lasting 6 months, beginning when the apprentice has passed the EPA gateway.

The EPA consists of two discrete assessment methods, which will have the following grades:

Assessment method 1: Professional Discussion (underpinned by a portfolio)

- Fail
- Pass
- Distinction

Assessment method 2: Work-based Project Report and Presentation with Questioning

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard and grade of:

- Fail
- Pass
- Merit
- Distinction

EPA summary table

On-programme (Typically 48 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
End-point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. <p>Apprentices must:</p> <ul style="list-style-type: none"> • Achieve English/Mathematics Level 2 • Achieve 330 credits of the BA or BSc Digital User Experience (UX) degree from the on-programme apprenticeship, formally confirmed prior to the gateway progression. (The final 30 credits of the BA or BSc Digital User Experience (UX) degree will be attributed to the end-point assessment) • Submit a portfolio online to underpin the Professional Discussion • Submit a brief summary for the work-based project report and presentation with questioning.
End Point Assessment (Which would typically take 6 months)	<p>Assessment method 1. A Professional Discussion (underpinned by a portfolio) With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment method 2. A work-based project report and presentation with questioning With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Overall EPA With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Merit • Distinction

Length of end-point assessment period:

The EPA must be completed within an EPA period typically lasting 6 months, beginning when the apprentice has passed the EPA gateway.

Order of assessment methods:

The work-based project report must be submitted before the presentation and questioning components take place. It is anticipated the professional discussion will be conducted on the same day as the work-based project presentation and questioning components to aid efficiency, however this is not a requirement.

Gateway

The EPA period can only start once the employer is satisfied the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but solely the employer must ultimately make the decision.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- English/Mathematics Level 2
For those with an education, health and care plan or a legacy statement the apprenticeships English and Mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language
- Achievement of 330 credits of the BA or BSc Digital User Experience (UX) degree from the on-programme apprenticeship, formally confirmed prior to the gateway progression.
- Achievement of the knowledge, skills and behaviours in the Digital User Experience (UX) Professional (Integrated Degree) apprenticeship standard.

For the Professional Discussion the apprentice will be required to submit a portfolio:

- The apprentice will have prepared a portfolio of evidence during the on-programme period to support the professional discussion. The format and structure of the portfolio must be agreed between the employer and apprentice and will be submitted electronically
- The portfolio of evidence will be submitted to the EPAO at the gateway
- Reflective accounts and self-evaluation cannot be included as 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

- 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.

For the Work-based project report and presentation with questioning, the apprentice will be required to submit:

- The project title and brief summary, which is submitted to the EPAO at the gateway.

The project title and brief summary requirements are as follows:

- The apprentice will scope out and provide a brief summary of what the project will cover and will submit this to the EPAO at the gateway. This should demonstrate that the work-based project report will provide sufficient opportunity for the apprentice to meet the KSBs mapped to this method. The brief summary is not assessed and will typically be no longer than 500 words
- The brief summary needs to include a summary of the project plan, research requirements, an overview of how the project will be planned including timeframes and the date the work-based project report has to be submitted to the independent assessor taking into account the deadlines stipulated within this end-point assessment plan.
- The EPAO will sign off the title of the project report within 2 weeks of the Gateway to ensure sufficient scope to meet the KSBs mapped to this assessment method.

Assessment Methods

Assessment Method 1: Professional Discussion underpinned by a portfolio

Overview

A professional discussion is a two-way discussion between an independent assessor and an apprentice to test the apprentice's in-depth understanding of their work and their competency against the knowledge, skills and behaviours mapped to this assessment method. In this respect, it differs from an interview, which tends to consist of an independent assessor asking questions and the apprentice answering them, with less scope for interaction and discussion.

The apprentice will be required to underpin their Professional Discussion with a portfolio of evidence. The portfolio itself is not directly assessed - it is the Professional Discussion only that is assessed.

The EPAO should provide the apprentice with 2 weeks notice of the professional discussion, and the independent assessor must have a minimum of 1 week in which to review the portfolio in order to generate appropriate questions.

The rationale for this assessment method:

A Professional Discussion is a recognised assessment method within Digital User-Experience (UX). It ensures the apprentice can demonstrate the application of evidence to professional practice and their own continuing professional development. It allows for knowledge, skills and behaviours that may not naturally occur as part of another assessment method to be assessed and more easily discussed. The apprentice can draw upon other supporting evidence in the portfolio and can effectively determine the authenticity of that supporting evidence.

Delivery

The independent assessor will conduct and assess the professional discussion.

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 professional discussion.

The professional discussion must last for 60 minutes. The independent assessor must ask a minimum of 8 open questions, and has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their response. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments Policy. The professional discussion must be audio-recorded.

During this method, the independent assessor must combine questions from the EPAO's open question bank and those generated by themselves, which will be designed to allow the apprentice to demonstrate the KSBs related to this assessment method. Independent assessors may tailor the questions in the EPAO question bank based on the evidence within the portfolio. Questions must be open and the professional discussion should be holistic in nature to enable the apprentice to cover several KSBs as part of their response. Follow up questions are permitted where clarification is required.

The professional discussion will comprise of four themes (each mapped to KSBs assessed by this method), outlined in the Grading Section:

Theme A: Conceptual and Thematic Awareness

Theme B: Methodological Awareness and Deployment

Theme C: Leadership

Theme D: Professional Competencies

The independent assessor must guide the professional discussion using questions to ensure the apprentice has the best opportunity to demonstrate fulfillment of the Digital User Experience (UX) Professional (Integrated Degree) standard knowledge, skills and behaviours.

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in any way e.g. use of a 360 degree camera.

Marking

The independent assessor will make all grading decisions. All quality control processes will also be conducted as determined by the EPAO.

Venue

The professional discussion, underpinned by a portfolio, can take place in a suitable venue selected by the EPAO (e.g. EPAO or Employer premises).

The professional discussion should take place in a quiet room, free from distractions and influence. The venue will also provide Internet access to allow for access to an online portfolio.

Other relevant information

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

EPAOs must ensure apprentices have a different set of questions in the case of re-sits/re-takes.

Support Material

For the Professional Discussion the EPAO will provide the following material to support this assessment method:

- Outline of the assessment method's requirements
- A structured specification and question bank. The 'question bank' must be of sufficient size to prevent predictability and reviewed regularly (and at least once a year) to ensure it, and its content, is fit for purpose
- A structured discussion template for the independent assessor to record assessment decisions
- Grading criteria for the independent assessor to use during the professional discussion
- Suitable audio recording equipment.

Assessment Method 2: A work-based project report and presentation with questioning

(Assessment Method 2 is made up of two components: A work-based project report and presentation with questioning)

Assessment Method 2 Component 1: Work-based project report

Overview:

The work-based project report is compiled after the apprentice has gone through the gateway process.

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. Therefore 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 rationale for this assessment method:

This assessment method has been selected, as it is the most valid method to assess competency, as individuals in this occupation will undertake project work. This method will enable apprentices to demonstrate a range of KSBs on a real piece of work, which will add value to their employer. Employers have stated that any project that delivers real margin benefit to the business will be supported by businesses. This means it is also cost effective.

Delivery:

A work-based project title and brief summary will be submitted to the EPAO at the gateway. This can be done via email. The EPAO will sign off the project title and brief summary within two weeks of the gateway. Once the project title and brief summary have been signed off by the EPAO, the project and report write up must be completed and an electronic report submitted to the EPAO within 12 weeks. It is envisaged the project will typically take 8 weeks to research and the report write-up will typically take a further 4 weeks.

The employer will ensure the apprentice has sufficient time and the necessary resources, within the EPA period, to plan and undertake the work-based project.

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.

The apprentice will need to consider the availability of company and external resources required to complete the work-based project. They must also ensure they are fully aware of the KSBs the work-based project intends to assess as that is what the grading of the work-based project will be based on. The work-based project is likely to incorporate a stage review process. This is likely to be a monthly progress review with the employer, at the employer's request, to ensure the work-based project and resources are on track.

Whilst completing the work-based project report the apprentice should be subject to the supervision arrangements outlined below:

- Normal line management controls. The apprentice may work as part of a team which could include technical internal or external support however the report will be the apprentices own work and will be reflective of their own role and contribution.
- The employer should typically allow the apprentice 2 days per week to work on their project report during the EPA period.

Apprentices must produce a report of 2,500 words (+/- 10%), excluding references, appendices, graphical and diagrammatic content, based on a work-based project. The word count of 2,500 words is set as apprentices will be expected to use graphical and diagrammatic content to present findings as this reflects workplace expectations.

The work-based project report must include a one-page summary outlining recommendations (included in the word count). The work-based project report must provide an opportunity for the apprentice to provide evidence of the knowledge, skills and behaviours mapped to this assessment method. All work relating to the work-based project (including any research undertaken) and report write-up, must be completed during the EPA period.

The following should be included in the work-based project report:

1. Executive summary
2. Background or context
3. Introduction
4. Methodology
5. Results section
6. Recommendations
7. Conclusion
8. Appendix

An Appendix should include:

- Mapping where the report evidences each of the relevant KSBs for this assessment method against the following four themes, outlined in the Grading Section:
 - A. Methodological Selection and Application
 - B. Critical and Analytical Thinking
 - C. Creative Thinking and Execution
 - D. Effective Communication

The report must be the apprentice's own work only and employer support should not extend to any direct contribution. When the report is submitted, the employer and apprentice must verify the submitted work is that of the apprentice. This is achieved by an employer sign-off. The work-based project, consisting of a report and presentation should be submitted at the same time to the EPAO digitally.

Marking

The independent assessor will review and mark the report in a timely manner as determined by the EPAO and without extending the EPA unnecessarily. The independent assessor will have 2 weeks to review the report prior to the presentation with questioning.

Required supporting material:

EPAOs will produce the following material to support this assessment method:

- Report template for the employer and apprentice highlighting the requirements of the project
- Assessment documentation and materials for the independent assessor based on assessment criteria linked to the KSBs

Method 2 Component 2: Presentation with questioning

Overview

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

The presentation will be based on the apprentice's work-based project report and will cover:

- The report scope
- Outcomes/ achievements
- Any difficulties faced/lessons learned and recommendations.

The Presentation should provide evidence against the following four themes, outlined in the Grading Section:

E. Methodological Selection and Application

F. Critical and Analytical Thinking

G. Creative Thinking and Execution

H. Effective Communication.

Presentations will typically consist of 5-8 presentation slides, which could include video, a walk through a storyboard, demo of interactive mockups or demo of real products or prototypes.

The presentation will be completed and submitted after the gateway and will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The apprentice will prepare, complete and submit the presentation to the independent assessor no later than 10 working days before the presentation.

The rationale for this assessment method:

The rationale for the use of the presentation element is that it replicates the work undertaken by competent individuals in the profession; where clearly communicating complex issues to non-technical and technical audiences is required. The supplementary questioning allows the independent assessor to ask specific questions about the presentation content.

Delivery

The presentation with question and answers will last for 50 minutes. The presentation will typically last for 30 minutes and the question and answers a further 20 minutes. 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. Further time may be granted for apprentices with appropriate needs, in-line with the EPAO's Reasonable Adjustments Policy.

The independent assessor will ask at least 1 open question at the end of the presentation. Questions asked will be drawn from a question bank supplied by the EPAO and those generated by the assessor to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant knowledge, skills and behaviours. Follow-up questions are allowed to seek clarification and do not form part of the question count.

If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation. The assessment must be audio-recorded.

To deliver the presentation, the apprentice will have access to:

- AV Kit
- Digital Presentation Tools
- Physical prototypes
- Handwritten/Printed notes
- Laptop/Computer
- Internet Access.

The presentation will be conducted as follows:

The presentation will take place on a one-to-one basis between the independent assessor and the apprentice.

A copy of the project report and presentation must be sent to the EPAO at least 10 working days in advance of the presentation and this must outline details of any visual aids to be used and specify any equipment required. The independent assessor will review the presentation alongside the project report and prepare questions to be asked at the end of the presentation.

EPAOs must schedule the presentation and questioning elements to take place during the end-point assessment period after the completion of the project report, giving an apprentice a minimum of 10 working days' notice of the time, date and venue.

There are no restrictions on how apprentices deliver the presentation or support resources/materials used. However, any equipment requirements, (for example, computer and software, whiteboard, flip chart etc.) must be agreed with the EPAO, at least 10 working days in advance of the presentation.

Venue

EPAOs must ensure the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- Employer's premises
- Other suitable venue selected by the EPAO (e.g. a training provider)
- Video / web conferencing.

The venue should be a quiet room, free from distraction and external influence. The venue will also have fit for purpose, working web/digital conferencing facilities.

The presentation may be conducted face-to-face or via an electronic platform e.g. video-conferencing. EPAOs must ensure appropriate methods to prevent misrepresentation are in place should an electronic option be used, for example, screen share and 360 degree camera function.

Support material

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Question areas mapped to the KSBs and themes
- Question bank
- A structured template for the independent assessor to record assessment decisions
- Grading criteria for the independent assessor to use during the assessment
- Suitable audio recording equipment.

Marking

The independent assessor will review and mark the report in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. The report, presentation and responses to questions will be holistically marked and will help to determine the final grade for this assessment method.

The independent assessor will make all grading decisions. All quality control processes will also be conducted as determined by the EPAO.

Other relevant information

EPAOs must ensure apprentices have a different set of questions in the case of re-sits/re-takes.

Weighting of assessment methods

The assessment methods have equal weighting in their contribution to the overall EPA grade.

Grading Assessment 1: Professional Discussion

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.
	The apprentice:	The apprentice:
Theme A: Conceptual and Thematic Awareness K1, K2, K4, K6, K7, K13, K14, K15	<p>Explains the full scope of the discipline of UX, including different schools of thoughts and specialist areas of practice.</p> <p>Reviews core tools, technologies and approaches for UX design and evaluates the benefits and constraints of creating inclusive user experiences</p> <p>Reviews the digital landscape including examples of on line and off line and evaluates analytics data that directs users to products and services</p> <p>Critically analyses and interprets an example of inclusive user experience approaches for UX design in their own portfolio</p> <p>Describes how legal, ethical professional and regulatory frameworks inform their UX practice and discuss the impact of technology and how to achieve an ethical balance</p> <p>Explains how technology has impacted on social, commercial, environmental and cultural contexts and the implications for their organisation through use of an example</p>	<p>Compares and contrasts a range of approaches, methods and techniques and justifies, with examples, when each might be used</p>

<p>Theme B: Methodological Awareness and Deployment K9, S4, S8</p>	<p>Explains an example of how they have composed and constructed research, using a range of methods, and how this has enabled a better understanding of user populations</p> <p>Describes the key features of existing multiple approaches to user research and usability testing</p> <p>Explains how to initiate and deploy established techniques of UX practice to new emerging technologies and the outcomes of this</p> <p>Explains an example of when they have designed, facilitated and evaluated tests using current tools and how this contributed to the continuous improvement of UX solutions</p>	<p>Critically evaluates all approaches and appraises their methods of user research and user testing</p> <p>Critically analyses how they have further investigated new approaches to continual improvement of UX solutions</p>
<p>Theme C: Leadership S17, S19, B5, B7</p>	<p>Describes how they have negotiated within and outside of the organisation to deal with competing interests</p> <p>Provides an example of the latest UX developments and describes how they shared this with others</p> <p>Explains example of how they have developed others in their organisation – responding to the individual’s preferences, motivations, strengths and limitations</p> <p>Explains an example of when they have acted as an independent decision maker in a complex, unpredictable and changing circumstance reaching a positive outcome for the organisation</p>	<p>N/A</p>
<p>Theme D: Professional Competencies K12, S18, S20, B3, B4, B6, B8</p>	<p>Describes policies, standards and guidelines in relation to their impact on UX and identifies potential conflict</p> <p>Explains how they have worked autonomously and within multidisciplinary teams, adhering to confidentiality, protection of data and online safety, interacting with people with different backgrounds and demographics</p> <p>Explains an example where they have</p>	<p>Explains an example of when they anticipated conflict between organisational and user needs, and critically evaluates how it was resolved</p> <p>Describes an example of an inclusive solution they have delivered, independently or in a multidisciplinary team, and discusses how they adjusted to</p>

	<p>delivered excellent customer service by leading, influencing and persuading others</p> <p>Describes when they have led, influenced and persuaded people from different backgrounds and demographics to reach a positive outcome for the organisation</p> <p>Describes how they personally continuously develop and how they champion accessibility and diversity to create inclusive solutions</p>	<p>different audience needs and responded to stakeholder and customer requests</p>
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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	Distinction
	In order to achieve a pass, all the pass descriptors mapped to this assessment method must be met.	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.
	The apprentice is able to:	The apprentice is also able to:
<p>Theme E:</p> <p>Methodological Selection and Application</p> <p>K10, K11, S3, S21</p>	<p>Summarises how UX practices, design and research can be selected and applied to improve the delivery cycle</p> <p>Demonstrates how they have selected an appropriate research method, fully justifying their approach, reporting on their analysis of test data</p> <p>Records how to balance and trade-off project criteria, such as managing time and keeping to schedule</p>	<p>Evaluates the benefits and disadvantages of different research and analysis methods, in respect to their own work-based project</p> <p>Validates their selection and application of UX practices, design and research and how they balanced and traded-off project criteria</p>
<p>Theme F:</p> <p>Critical and Analytical Thinking</p> <p>K5, S1, S5, S6, S7, S13</p>	<p>Reports independent analysis of test data, interpret results and evaluate proposed solutions leading to an understanding of user needs</p> <p>Instigates and conducts a consultation with team members from other disciplines. Critically evaluates the results, arguments and data using their professional judgement</p>	<p>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</p>

	<p>to make evidence based design recommendations</p> <p>Critically analyses user and organisation needs and illustrates how they developed and improved UX solutions, through functional and non-functional aspects, personas, user journeys and system workflows</p> <p>Evaluates the results, arguments, assumptions, abstract concepts and data using their professional to make judgement</p>	needs
<p>Theme G:</p> <p>Creative Thinking and Execution</p> <p>K3, K8, S2, S9, S10, S11, S12, B1, B2</p>	<p>Applies essential concepts of product, service and user interface design to new and emerging forms of user interaction</p> <p>Designs a range of solutions through demonstration of facilitation, requirement gathering, ideation and co-design activities, involving stakeholders and/or users that meet their intended use</p> <p>Shows, through the use of graphical and diagrammatic content, when they have met the organisation's standards by adapting design solutions according to context of use and including information architecture considerations for content and data</p>	Demonstrates examples of leadership on the design of a solution/ range of solutions in multidisciplinary product teams
<p>Theme H:</p> <p>Communication</p> <p>S14, S15, S16</p>	<p>Communicates complex information, concepts and ideas through written, visual (through the use of graphical and diagrammatic content) and verbal means concisely and tailored to audience needs</p> <p>Describes how they use a range of techniques to manage clients and/or stakeholders expectations</p> <p>Demonstrates how they modify their communication techniques appropriate to the audience. (e.g.user research participants, stakeholders or varying degrees of seniority and team members from a broad spectrum of specialist fields)</p>	<p>Collaborates with clients and/ or stakeholders, giving examples of techniques used to influence and persuade</p> <p>Compares and contrasts the benefits and limitations of techniques they have used, in order to identify ways of improving their communication</p>

Overall EPA grading

Both EPA methods must be passed for the EPA to be passed overall. Apprentices cannot successfully complete the degree without successfully passing the EPA.

Both EPA methods must be passed for the EPA to be passed overall.

Apprentices must gain at least a pass in both assessment methods to achieve a pass overall.

Apprentices must pass one assessment method and gain a distinction in the other to gain a merit overall.

Apprentices must achieve distinctions in both assessment methods to gain a distinction overall.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1: Professional Discussion (underpinned by a portfolio)	Assessment method 2: Work-based Project Report and Presentation with Questioning	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • Meet all gateway requirements when advised by the employer • Understand the purpose and importance of EPA and undertake EPA • Develop a portfolio prior to gateway, during the on-programme stage to underpin the Professional Discussion in Assessment method 1 • Complete a work-based project, post gateway, consisting of a report, presentation and questioning in Assessment method 2.
Employer	<ul style="list-style-type: none"> • Determine when the apprentice is working at or above the level outlined in the standard and is ready for EPA • Confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • Ensure apprentice is well prepared for the EPA.
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> • Understand the occupational role • Appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • Appoint independent assessors who are independent of the apprentice and their employer(s). Where the training provider is the EPAO (i.e. HEI) there must be procedures in place to mitigate any conflict of interest which will be monitored by EQA activity • Provide training and CPD to the independent assessors they employ to undertake the EPA • Provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • Deliver the end-point assessment outlined in this EPA plan in a timely manner • Prepare and provide all required material and resources required for delivery of the EPA in-line with best practices

	<ul style="list-style-type: none"> • Use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • Maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • Conform to the requirements of the nominated external quality assurance body • Organise standardisation events and activities in accordance with this plan's IQA section • Organise and conduct moderation of independent assessors' marking in accordance with this plan • Have, and operate, an appeals process • Arrange for certification upon successful achievement of the EPA
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> • Understand the standard and assessment plan • Deliver the end-point assessment in-line with the EPA plan • Comply to the IQA requirements of the EPAO • Be independent of the apprentice, their employer and on programme delivery i.e. there must be no conflict of interest. Independent assessors should be sourced from another University or industry; or if none of the above options are available the independent assessor can be from the same University but must be independent of the apprentice's on programme learning and assessment • Satisfy the criteria outlined in this EPA plan • Have had verifiable training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • Have the capability to assess the apprentice at this level • Attend the required number of EPAOs standardisation and training events (as defined in the IQA section).
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • Work with the employer to ensure the apprentice is given the opportunities to develop the KSBs outlined in the

	<p>standard and monitor their progress during the on-programme period</p> <ul style="list-style-type: none"> • Advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway.
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Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- Appoint independent assessors who are independent of the apprentice and their employer(s). Where the training provider is the EPAO (i.e. HEI) there must be procedures in place to mitigate any conflict of interest which will be monitored by EQA activity
- Appoint independent assessors who have knowledge of the following occupational areas: Digital User-Experience (UX) Professional with recent relevant experience
- Appoint independent assessors who have recent relevant experience of the occupation/sector at least one level above the apprentice gained in the last two years or significant experience of the occupation/sector
- Appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
 - Have at least three years' experience working in a UX environment either in a business or educational role
 - Have a relevant MSc qualification or able to evidence equivalent experience
- Provide training for independent assessors, in terms of good assessment practice, operating the assessment tools and grading
- Have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- Operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- All independent assessors must then attend annual standardisation events.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

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.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An Apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

If the Professional Discussion is failed, the Apprentice is permitted to use the same portfolio during any re-sit or re-take attempts. If the Project report with presentation and supplementary questioning assessment method is failed the apprentice must produce and submit a new report and presentation.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- Using an employer's or university's premises
- The report and presentation subject should have a business benefit.

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Mapping of Knowledge, Skills and Behaviours (KSBs)

Assessment method 1: Professional Discussion underpinned by a portfolio

Knowledge, Skills and Behaviors are to be assessed in the following Themes:

Theme A. Conceptual and Thematic Awareness

Theme B. Methodological Awareness and Deployment

Theme C. Leadership

Theme D. Professional Competencies

Theme A: Conceptual and Thematic Awareness
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 Centered Design (UCD), data-led design and experimental testing.
K4 The broad and evolving digital landscape, including the interaction between online and offline, and the various channels that direct users to products and services (search engines, direct traffic, referrals etc.), including how to critically analyse and interpret analytics data.
K6 The changing role of digital in human experiences and the impact of technology in social, commercial, environmental and cultural contexts and how to operate within ambiguous and uncertain situations.
K7 How to achieve an ethical balance when applying psychological and persuasive techniques (e.g. scarcity, reciprocity and social proofing) to encourage users to carry out desired actions.
K13 The legal, ethical, professional and regulatory frameworks, which affect digital products and services.
K14 The benefits and constraints of creating inclusive user experiences, including how to critically analyse and evaluate designs against accessibility guidelines, policies and regulatory requirements.

K15 Awareness and understanding of the core tools and technologies involved in digital product and service design and development, including a basic level of knowledge of the advantages of certain tools and technologies for specific applications and purposes.

Theme B. Methodological Awareness and Deployment

K9 How to initiate and deploy accurately established techniques of UX practices to new and emerging technologies and interfaces (e.g. conversational UI, wearable UI, multimodal UI, and augmented, virtual and mixed reality (AR, VR and MR) interfaces).

S4 Compose, construct and use multiple user research approaches to form an understanding of user populations, including surveys, field based research, contextual inquiry, user interviews, focus groups, stakeholder interviews/workshops, formative lab-based and direct user testing sessions (e.g. acceptance and usability testing).

S8 Design, facilitate and evaluate experimental tests using tools such as A/B and multivariate testing to enable a data-led approach to the development and continual improvement of UX solutions.

Theme C. Leadership

S17 Use advanced cognitive skills to deal with competing interests within and outside the organisation, through well-reasoned arguments and excellent negotiation skills.

S19 Identify the preferences, motivations, strengths and limitations of other people and apply these insights in order to work more effectively with and to motivate others.

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.

B7 Undertakes independent decision-making in complex, unpredictable and changing circumstances.

Theme D. Professional Competencies

K12 How to interpret organisational policies, standards and guidelines in relation to their impact on UX, and anticipate any potential conflicts between organisational and user needs.

S18 Work autonomously and interact effectively within wide, multidisciplinary teams, including designers, developers, engineers, analysts, project managers etc.

S20 Demonstrate competence in customer service, in active listening and in leading, influencing and persuading others.

B3 Is reliable, objective and capable of independent and team working, and acts with integrity with respect to confidentiality, the protection of personal data and online safety.
B4 Champions accessibility and diversity in order to create inclusive solutions.
B6 Exercises initiative and personal responsibility and has the ability to continuously develop professionally.
B8 Is comfortable and confident interacting with people from different backgrounds and demographics and in delivering excellent customer service.

Assessment method 2: A work-based project report and presentation with questioning

Knowledge, Skills and Behaviors are to be assessed in the following Themes:

Theme E. Methodological Selection and Application

Theme F. Critical and Analytical Thinking

Theme G. Creative Thinking and Execution

Theme H. Effective Communication

Theme E. Methodological Selection and Application
K10 How UX practices and design recommendations can be effectively applied throughout development, improvement and continuous delivery life cycles using a range of methodologies, including iterative, agile and lean approaches.
K11 How to solve problems through testing and evaluating solutions via analysis of test data and results from feasibility, acceptance and usability testing.
S3 Select, formulate and apply from a range of user research methods including those from the fields of Human Computer Interaction (HCI), sociology, psychology and ethnography, including qualitative and quantitative approaches.
S21 Balance and trade-off competing quality, time and budget criteria, demonstrating understanding of business need, managing time effectively and being able to plan and complete UX activities to schedule.
Theme F. Critical and Analytical Thinking
K5 The non-functional aspects of digital product/service development and improvement and the relationship they have with user experience (e.g. performance, cyber security, interoperability).

S1 Apply creative, analytical and critical thinking skills to the design, development and improvement of UX solutions and systematically analyse and apply structured problem-solving techniques to complex UX challenges.
S5 Critically analyse and evaluate assumptions and findings to understand the user and stakeholder needs (including behaviours, emotions, beliefs and preferences), and define the solutions' functional, non-functional, structural and content requirements.
S6 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgments, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.
S7 Analyse, interpret, synthesise and apply insights, to inform the development of personas, user journeys and system workflows, to ensure user and organisational needs are met.
S13 Independently analyse test data, interpret results and evaluate the suitability of proposed solutions, considering current and future contexts of use, including in consultation with team members from other disciplines to ascertain a holistic view on the applicability of design recommendations.
Theme G. Creative Thinking and Execution
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.
K8 How UX principles adapt to accommodate different forms of interaction across multiple touch points (physical and/or digital), and to formulate and apply these principles in complex contexts.
S2 Use design thinking and/or service design methods to determine the design and implementation of new value propositions, products and services, and improve existing ones.
S9 Design, facilitate and evaluate requirements gathering, ideation and co-design activities, involving stakeholders and/or users.
S10 Creatively explore and devise a range of design solutions, including the production of system and user flows, static wireframes and prototypes of varying degree of fidelity, from paper prototypes to interactive prototypes.
S11 Adapt and evaluate design solutions according to the context of intended use, including responsive, mobile, online, offline, personal, public and enterprise, working with

multidisciplinary product teams to assess the impact of implementing specific design recommendations.
S12 Design and refine clear, logical information architectures for content and data.
B1 Is passionate about creating effective, efficient, delightful and innovative solutions that enhance user experience through the appropriate balance of form and function.
B2 Has a strong work ethic and commitment in order to meet the standards required.
Theme H. Effective Communication
S14 Articulate and communicate complex information, concepts and ideas effectively and concisely, through written, visual and verbal means.
S15 Communicate concepts in a manner appropriate to the audience, adapting communication techniques accordingly between user research participants, stakeholders or varying degrees of seniority and team members from a broad spectrum of specialist fields.
S16 Manage expectations and present user research insight, proposed solutions and/or test findings to clients and stakeholders.