Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	BSc (Hons) Digital User Experience (UX) Integrated Degree Apprenticeship BSc (Hons) Digital User Experience (UX)
Teaching Institution	The University Centre Peterborough
Awarding Institution	The Open University (OU)
Date of first OU validation	March 2024
Date of latest OU (re)validation	N/A
Next revalidation	
Credit points achieved for the award	360
UCAS Code (if applicable)	
HECoS Code (if applicable)	
LDCS Code (FE Colleges England only	
Programme start date and cycle of starts if appropriate.	September 2025
Underpinning QAA subject benchmark(s)	Computing / Art and Design
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	Digital user experience (UX) professional (integrated degree) ST0470
Professional/statutory/ accreditation recognition	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. **More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.** **The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

For apprenticeships fully or non-integrated Assessment. If fully integrated, EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT / PT / Apprenticeship
Duration of the programme for each mode of study	3 Years Full Time 4 years in part-time / Apprenticeship mode
Dual accreditation (if applicable)	
Date of production/revision of this specification	Feb 2025 Version 1

2. Programme overview

2.1 Educational aims and objectives

Template programme specification and curriculum map

To enable the student to:

- Gain an in-depth knowledge and understanding of the concepts of User Experience (UX) Design.
- Apply the methods and principles of UX research, design, and evaluation in the analysis, design, and implementation of user-centred solutions across a range of application domains.
- Develop a range of transferable skills needed to cope with a rapidly changing digital and technological landscape.
- Apply a systematic, creative, and flexible approach to user-centred problem-solving.
- Develop knowledge and skills relevant to working as a member of a project team.
- Develop awareness of professional and ethical aspects of UX design and digital product development.
- Understand, critically appraise, and contribute to research in the UX and Human-Computer Interaction (HCI) domain.
- Develop a range of transferable skills and competencies needed to cope with a rapidly changing labour market and the wider environment.
- Provide students with the skills and motivation to enable them to participate fully in civic life.
- Progress to postgraduate higher education

2.2 Relationship to other programmes and awards (Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)
N/A

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A

2.4 List of all exit awards
● Certificate of Higher Education (CertHE) upon successful completion of 120 credits at Level 4 ● Diploma of Higher Education (DipHE) upon successful completion of 240 credits at Levels 4 and 5. ● Ordinary Degree (BA) upon successful completion of 300 credits (60 credits at Level 6).

3. Programme structure and learning outcomes (The structure for any part-time delivery should be presented separately in this section.) Please adjust 'levels' to reflect SCQF if applicable

Programme Structure – Level 4 Full Time					
Compulsory modules	Credit points		Credit points	Is this module compensatable?	Semester runs in
Human-Computer Interaction	30			No	Y1 Sem 1
UX Tools and Techniques	15			Yes	Y1 Sem 1
Introduction to Rapid Prototyping	15			Yes	Y1 Sem 1
Human Psychology and User Experience	30			No	Y1 Sem 2
Data-Driven Design	30			No	Y1 Sem 2

Programme Structure – Level 4 PT & Apprenticeships					
Compulsory modules	Credit points		Credit points	Is this module compensatable?	Semester runs in
Human Computer Interaction	30			No	Y1 Sem 1
UX Tools and Techniques	15			Yes	Y1 Sem 1
Introduction to Rapid Prototyping	15			Yes	Y1 Sem 2
Human Psychology and User Experience	30			No	Y1 Sem 2
Data Driven Design	30			No	Y2 Sem 1

	Programme Structure – Single Registerable Modules			
Compulsory modules	Credit points	Prerequisite as SRM	Is this module compensatable?	Semester runs in
Level 4 Human-Computer Interaction Introduction to Rapid Prototyping UX Tools and Techniques Data-Driven Design Human Psychology and User Experience	 30 15 15 30 30		 No No No No No	 Year 1 Sem 1 Year 1 Sem 1 Year 1 Sem 1 Year 1 Sem 2 Year 1 Sem 2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Recall and describe the principles and definitions of User-Centered Design (UCD), Human-Computer Interaction (HCI), and digital product design A2 Identify key methodologies in UX, including data-led design and experimental testing A3 Explain basic ethical principles, including accessibility and inclusivity, in the context of design	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include: Traditional methods of lectures supported with seminars practical workshops Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
	student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations, and exams, to forms of assessment that align with or simulate those found in industry, e.g. reports, product demonstrations and group assessments/appraisals. The programme also utilises formative assessment with a view to supporting students taking responsibility for their learning.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Apply structured problem-solving techniques to design simple user interfaces based on user requirements B2 Analyse user behaviour data to inform initial design concepts and iterate based on findings B3 Summarize and reflect on user feedback to refine basic design solutions and ensure alignment with ethical standards	A diverse and dynamic range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. These include traditional lectures and seminars but also practical workshops. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for

3B. Cognitive skills	
	independent learning by making their own contributions to the understanding of the subject. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well-specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised at this level to assess cognitive learning outcomes. These include traditional assessment methods like coursework essays, presentations, and exams, to forms of assessment that align with or simulate those found in industry, e.g. product demonstrations, group evaluations. Exams and in-class tests are utilised for testing and developing students' problem-solving abilities under pressure. Formative assessment methods are used to enable learners to reflect on their academic progress and their career aspirations.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Demonstrate the ability to create prototypes and wireframes using core digital design tools C2 Conduct basic usability tests and document findings to inform design improvements C3 Collaborate effectively within a team, recognising the importance of ethical behaviour and integrity	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to practical workshops and group learning environments. Various modules provide a learning environment where specific skills are taught and demonstrated on simple problems before providing less well-specified problems that allow a greater range of solution strategies. A broad range of assessment methods are utilised in this course to assess practical and professional skills, from traditional essays and exams to reports and product demonstrations. Technical areas such as

3C. Practical and professional skills	
	analysis, design and networking are assessed within modules through a variety of techniques that are appropriate to the subject area and provide feedback on subject-specific skills.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Manage small-scale projects, setting realistic goals and timelines while balancing quality and resources D2 Communicate design ideas effectively through presentations and visual documentation D3 Utilise collaboration tools to work efficiently with peers and mentors in a digital environment	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups; This also helps to establish a broader sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can gain from taking different paths through material and can get instant feedback through online tests and peer review. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include demonstrations, presentations and group assessments.

[Please insert here title(s) of exit award(s) at Level 4, if applicable]

Programme Structure - LEVEL 5 Full Time					
Compulsory modules	Credit points		Credit points	Is module compensable?	Semester runs in
UX for Embedded Systems	30			No	Y2 Sem 1

Programme Structure - LEVEL 5 Full Time					
Compulsory modules	Credit points		Credit points	Is module compensable?	Semester runs in
UX Testing	30			No	Y2 Sem 1
Behavioural Science and User Research	30			No	Y2 Sem 2
Professional, Legal and Ethical Issues	30			No	Y2 Sem 2

Programme Structure - LEVEL 5 PT & Apprenticeships					
Compulsory modules	Credit points		Credit points	Is module compensable?	Semester runs in
UX for Embedded Systems	30			No	Y2 Sem 1 & 2
UX Testing	30			No	Y2 Sem 2
Behavioural Science and User Research	30			No	Y3 Sem 1
Professional, Legal and Ethical Issues	30			No	Y3 Sem 1 & 2

	Programme Structure – Single Registerable Modules			
Compulsory modules	Credit points	Prerequisite as SRM	Is module compensable?	Semester runs in
Level 5 UX Testing UX for Embedded Systems Professional, Legal and Ethical Issues Behavioural Science and User Research	 30 30 30 30		 No No No No	 Year 2 Sem 1 Year 2 Sem 1 Year 2 Sem 2 Year 2 Sem 2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Explain the application of interaction design and service design principles to new and emerging technologies A2 Discuss the impact of data-led design and analytics in understanding user behaviour across different digital touchpoints A3 Analyse the broader social, cultural, and environmental implications of digital technology	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes at level 5. These include standard approaches like lectures supported by seminars but also workshops. Lectures provide the guiding theme for subject areas within the discipline, directing and coordinating learning as well as responding to student needs for detailed explanation and demonstration. Lectures also provide an opportunity for students to develop a sense of community and establish the learning culture of the cohort. Seminars and practical sessions allow students to develop analytical and practical skills. These sessions provide a moderated reference for group behaviour where students can gain the confidence for independent learning by making their own contributions to the understanding of the subject. Knowledge and understanding is assessed via a range of assessments as specified in the individual modules. Methods include case studies, examinations, use of VLEs and reports of practical work.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Evaluate various design approaches for addressing complex user needs, applying analytical and critical thinking B2 Interpret user research data to create detailed personas, user journeys, and information architectures B3 Critically assess the use of persuasive techniques in design and their ethical implications	A diverse and dynamic range of teaching and learning strategies are drawn on to meet the cognitive learning outcomes of this level. For the most part, cognitive skills are taught through practical workshops in which students are supported to design applications and trial them. A broad range of assessment methods are employed at this level to assess intellectual and cognitive skills. Greater use of reflexive assessments is made to support increased self-awareness and the capacity to work independently; Both of these abilities are needed at level 6. Technical areas such as analysis, design and networking are assessed within modules through a variety of techniques that are appropriate to the subject area and provide feedback on subject-specific skills.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Design interactive prototypes and system workflows that consider usability and emerging trends C2 Conduct usability testing with defined goals, analyse results, and recommend design adjustments C3 Work collaboratively within multidisciplinary teams, demonstrating negotiation skills and leadership where needed	A diverse and dynamic range of teaching and learning strategies are utilised to meet the practical and affective learning outcomes of this level. At this level, much greater emphasis is given to group work and peer evaluation so that students can learn to work effectively as a team. A broad range of assessment methods are utilised at this level to assess practical and affective skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace, like reports, briefings, and presentations. The group project provides a substantial problem where the different skills and abilities of students need to be organised, and effective cooperation

3C. Practical and professional skills	
	is essential for success. Group assessments help to bring out critical appraisal between members of a group that provides a valuable lesson for self-appraisal.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Plan and execute medium-scale UX projects, ensuring adherence to timelines and stakeholder requirements D2 Present design solutions and research findings to stakeholders, adapting communication to different audiences D3 Adapt design solutions for various contexts, ensuring compliance with accessibility and legal requirements	A diverse and dynamic range of teaching and learning strategies are drawn on to meet the key transferable learning outcomes at this level. These include scaffolding students to work more independently and the use of problem-solving group activities in class. A broad range of assessment methods are employed at this level to assess transferable skills. Individual and group presentations and demonstrations are utilised frequently at this level.

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

Programme Structure - LEVEL 6 Full-Time						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensable?	Semester runs in	Available as single registerable module?

Programme Structure - LEVEL 6 Full-Time						
Emotional Design and Persuasive Technology	30			No	Y3 Sem 2	
Immersive UX – Future of Interaction	30			No	Y3 Sem 1	YES
DevOps	30			No	Y3 Sem 1	YES
Undergraduate Major Project	30			No	Y3 Sem 2	

Programme Structure - LEVEL 6 PT & Apprenticeships						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensable?	Semester runs in	Available as single registerable module?
Emotional Design and Persuasive Technology	30			No	Y3 Sem 2	
Immersive UX – Future of Interaction	30			No	Y4 Sem 1	YES
DevOps	30			No	Y4 Sem 1	YES
EPA	30			No	Y4 Sem 2	

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Critically evaluate advanced UX principles, including their application in complex, multi-touchpoint environments A2 Appraise regulatory frameworks, including legal, ethical, and accessibility guidelines, and their implications on UX design A3 Analyze the evolving digital landscape and its influence on user behavior and interaction	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes at this level. At level 6 students are supported to take greater responsibility for their own learning. Emphasis is given to directed study at level 6; This provides the in-depth material required for subject knowledge through reading books, papers, online articles, and tutorials. Independent self-study is encouraged and supported by examples for directed study; This helps students develop their own learning and research practices and provides source material for specific tasks and projects. A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These will include traditional assessment methods like coursework essays, presentations, and exams; to forms of assessment that align with or simulate those found in the industry, such as demonstrations or presentations.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Synthesize insights from user research and testing to create innovative design solutions B2 Critique design solutions based on comprehensive analysis of user data, legal standards, and stakeholder needs B3 Reflect on personal growth and future development, identifying opportunities for professional advancement	A diverse range of teaching and learning strategies will be utilised to meet the intellectual and cognitive learning outcomes at this level. All modules are supported by a VLE which helps to disseminate material and encourages feedback through discussion groups; This also helps to establish a broader sense of audience and the skills needed for interaction in a virtual environment. Students of different abilities can

3B. Cognitive skills	
	gain from taking different paths through material and can get instant feedback through online tests and peer review. A broad range of assessment methods will be utilised at this level to assess cognitive skills. These will include traditional assessment methods like coursework essays, presentations and exams; to forms of assessment that align with or simulate those found in industry, e.g. reports, briefing papers. The major project / EPA provides the environment where students develop the greatest autonomy and responsibility for the outcome. The strategy for supervision is focused on the framework and guidance rather than the operational or technical details unless requested.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Lead large-scale UX projects, demonstrating initiative, strategic planning, and decision-making C2 Design, implement, and evaluate advanced testing methods, including A/B testing, to optimize user experiences C3 Develop a professional portfolio that reflects a deep understanding of UX design across various contexts and technologies	A diverse and dynamic range of teaching and learning strategies are utilised to meet the practical and professional learning outcomes at this level. The major project provides the opportunity for a student to identify a suitable problem domain, develop and apply tools and techniques for its solution and evaluate the relative merits of their work. A broad range of assessment methods are utilised at this level to assess practical and professional skills. The major project has a substantial report that assesses the ability to describe technical matters, supported by appropriate references, and provide a coherent narrative of a development process and critical analysis of the work.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Execute and manage complex projects, demonstrating effective problem-solving in unpredictable situations D2 Present comprehensive UX solutions confidently to diverse audiences, ensuring clarity and impact D3 Demonstrate adaptability and resilience in addressing complex design challenges, working autonomously and collaboratively	A diverse and dynamic range of teaching and learning strategies are utilised to meet the key/transferable learning outcomes at this level. Presentations assess communication skills and the ability to choose and develop a topic at an appropriate level of content for the audience and purpose. Demonstrations of software and systems assess the ability to explain technical processes and the rationale for the decisions made in its design development. A broad range of assessment methods are employed at this level to assess key/transferable skills. Oral presentation, report writing, technical documentation, electronic discussion presentation and written assignments are assessed by various modules. Presentations assess communication skills and the ability to choose and develop a topic at an appropriate level of content for the audience and purpose. Students use logbooks to record their personal progress through a subject domain and sources of information, their actions and results providing a lasting resource that is assessed for clarity, technical content and relevance.

[Please insert here title of exit awards(s) at Level 6]

4. Distinctive features of the programme structure ● **Where applicable, this section provides details on distinctive features such as:** ➢ where in the structure above a professional/placement year fits in and how it may affect progression ➢ any restrictions regarding the availability of elective modules ➢ where in the programme structure students must make a choice of pathway/route ● Additional considerations for apprenticeships: ➢ how the delivery of the academic award fits in with the wider apprenticeship ➢ the integration of the 'on the job' and 'off the job' training ➢ how the academic award fits within the assessment of the apprenticeship
The academic award is structured to fulfil the 20% off-the-job training requirement over a 30-week period each year while integrating seamlessly with on-the-job learning. This balance ensures that apprentices can immediately apply theoretical concepts in real workplace settings. The programme follows a structured progression, beginning with foundational UX principles before advancing into research-driven methodologies, technical applications, and ethical considerations. As apprentices move through the later stages, they engage with critical analytical frameworks and emerging technologies, preparing them for industry demands. By the final year, the focus shifts towards advanced professional competencies and industry integration, aligning academic achievement with real-world application. Fully aligned with the End Point Assessment (EPA), the programme ensures apprentices meet both degree-level learning outcomes and industry competency expectations.

5. Support for students and their learning (For apprenticeships this should include details of how student learning is supported in the workplace)
Whilst studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions offer both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the Level 4 tutorial scheme focussing on preparing to study and academic skills, Level 5 on developing skills and autonomy and Level 6 on progression and transferable skills. Tutors have an open office policy, and the HE Managers host a daily student surgery so that concerns can be addressed promptly. UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions cover issues such as developing

academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at Level 4 will introduce and develop the underpinning skills required for higher education study, with each year that follows providing a more contextual focus on the academic skills needed for the discipline. An example of a distinct module that has been developed to achieve this is the Academic and Professional Skills for Social Scientists, which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades, not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, Level 6 students mentored Level 4 students over lunchtimes. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to Levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off-campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme is being introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy, and therefore we will utilise this practice on the new programme.

A dedicated Student Support Team ensures that there is easy access to a variety of services that can support students throughout their studies at UCP. The Student Support Officer and Student Advisor have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students

are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, a new Employer and Community Consultative Group was established in March 2019. The group, which has evolved from the HE Steering Group, will provide crucial input into how the curriculum will develop to ensure that UCP produces employment-ready students in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

64 UCAS points

- A-levels (DDE or CC)
- BTEC (MPP)
- Cambridge Technical (MPP)
- Access to HE (45 credits)

GCSE English language and mathematics at a minimum of grade C or grade 4.
If English is not your first language, you will require a recognised Level 2 English language qualification or an IELTS score of 6.0 (with 5.5 minimum in each skill) or an equivalent English Language qualification.

Admission to the programme is also possible for mature students without formal qualifications but with equivalent professional experience.

At the start of the degree apprenticeship, all apprentices will undertake an initial skills audit to assess their existing Knowledge, Skills and Behaviours (KSBs). This process ensures that any relevant prior experience or qualifications are identified and mapped against the programme requirements. If the apprentice can demonstrate that they have already fully achieved the KSBs associated with a specific module, that module may be marked as achieved through Recognition of Prior Learning (RPL). Any RPL decisions will be made in accordance with institutional policy and the requirements of the awarding body and Skills England, to ensure that the apprenticeship remains coherent, rigorous, and aligned with the occupational standard.

7. Language of study
English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)
N/A

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award
The final 30 credits of the BSc Digital User Experience UX degree is attributed to the end-point assessment Assessment method 1. A Professional Discussion (underpinned by a portfolio) With the following grades Assessment method 2. A work-based project report and presentation with questioning With the following grades

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience
University Centre Peterborough has 25 years experience of delivering HE courses, and was awarded TEF Silver in 2024. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part-time as consultants. Each member of staff has consistently been graded in observations as good or better by the UCP / Inspire Education Group's quality department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision. Staff development is available at UCP/Inspire Education Group at least three times a year, and staff actively participate in training events (e.g. Ethics, Scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participates in Learning Teaching and Assessment meetings once a month to share good practice. All the team attend the annual UCP HE Learning and Teaching Conference, which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester; however, the team regularly ask for feedback on modules in

class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way, modules can be constantly adapted to student feedback if appropriate.

11. Changes made to the programme since last (re)validation
N/A

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/ unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	Available as single registerable module?
4	Human-Computer Interaction	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		Y
	Introduction to Rapid Prototyping		✓		✓	✓		✓	✓			✓		Y
	UX Tools and Techniques	✓	✓		✓	✓	✓	✓	✓		✓			Y
	Data-Driven Design		✓	✓		✓	✓		✓	✓	✓			Y
	Human Psychology and User Experience	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Y

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	Available as single registerable module?
5	UX Testing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Y
	UX for Embedded Systems	✓	✓		✓	✓		✓	✓				✓	Y
	Professional, Legal and Ethical Issues			✓	✓		✓			✓	✓	✓	✓	Y
	Behavioural Science and User Research	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Y

Level	Study module/unit	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	Available as single registerable module?
6	Emotional Design and Persuasive Technology	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	
	DevOps		✓	✓		✓			✓	✓	✓		✓	Y
	Immersive UX – Future of Interaction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Y
	UMP (UG only)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EPA (apprenticeship only)	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	

Annexe 2 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please amend this mapping to suit Frameworks used within the different Nations if appropriate.

	Apprenticeship Standard														
Level	**Study module/unit**	**K1**	**K2**	**K3**	**K4**	**K5**	**K6**	**K7**	**K8**	**K9**	**K10**	**K11**	**K12**	**K13**	**K14**	**K15**
LEVEL 4	**Human-Computer Interaction**	✓	✓	✓					✓						✓	✓
	Introduction to Rapid Prototyping	✓		✓								✓				✓
	UX Tools and Techniques		✓		✓											✓
	Data-Driven Design				✓							✓		✓	✓	
	Human Psychology and User Experience	✓	✓	✓	✓			✓					✓	✓	✓	✓
LEVEL 5	**UX Testing**											✓		✓	✓	
	UX for Embedded Systems			✓		✓	✓	✓	✓	✓				✓	✓	✓
	Professional, Legal and Ethical Issues							✓					✓	✓	✓	
	Behavioural Science and User Research			✓	✓		✓	✓	✓	✓					✓	
LEVEL 6	**Emotional Design and Persuasive Technology**	✓			✓		✓	✓	✓			✓		✓	✓	✓
	DevOps					✓	✓				✓					✓
	Immersive UX – Future of Interaction															

	Apprenticeship Standard																				
Level	Study module/unit	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21
LEVEL 4	Human-Computer Interaction				✓	✓	✓	✓			✓	✓		✓	✓		✓		✓			✓
	Introduction to Rapid Prototyping					✓				✓	✓	✓		✓	✓	✓			✓			✓
	UX Tools and Techniques			✓	✓	✓	✓				✓			✓	✓		✓		✓			✓
	Data-Driven Design			✓	✓	✓	✓	✓	✓			✓		✓	✓		✓		✓			
	Human Psychology and User Experience	✓			✓	✓	✓				✓			✓	✓	✓			✓			✓
LEVEL 5	UX Testing				✓		✓		✓		✓			✓	✓	✓	✓					
	UX for Embedded Systems				✓	✓	✓	✓			✓	✓		✓	✓	✓	✓		✓			✓
	Professional, Legal and Ethical Issues					✓	✓					✓			✓	✓	✓					
	Behavioural Science and User Research	✓			✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓			✓
LEVEL 6	Emotional Design and Persuasive Technology						✓	✓	✓		✓			✓		✓	✓	✓				✓
	DevOps						✓				✓	✓		✓	✓		✓		✓			✓
	Immersive UX – Future of Interaction		✓																	✓	✓	

	Apprenticeship Standard								
Level	**Study module/unit**	**B1**	**B2**	**B3**	**B4**	**B5**	**B6**	**B7**	**B8**
LEVEL 4	**Human-Computer Interaction**						✓		
	Introduction to Rapid Prototyping						✓		
	UX Tools and Techniques								
	Data-Driven Design								
	Human Psychology and User Experience		✓	✓		✓	✓		
LEVEL 5	**UX Testing**								
	UX for Embedded Systems						✓		
	Professional, Legal and Ethical Issues								
	Behavioural Science and User Research						✓		
LEVEL 6	**Emotional Design and Persuasive Technology**					✓	✓	✓	
	DevOps								
	Immersive UX – Future of Interaction	✓			✓				✓

Annexe 3: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.