Qualification specification

NCFE Level NCFE Level 3 Certificate in User Experience/User Interface (UX/UI)
QN: 603/7619/3

Contents

Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 1.0 August 2021). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v1.0	August 2021	First publication
v1.1	June 2022	Further information added to the how the qualification is assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support handbook section about how to access support handbooks. Updated GDPR legislation to UK GDPR which appears in unit 01 F/618/7625 AC 5.4 and 5.5.
v1.2	July 2023	Information regarding UCAS added to About this qualification, Qualification Summary.

Section 1

About this qualification

Introduction

This qualification specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this qualification specification, please check the version number and date in the page footer against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Qualification summary	
Qualification title	NCFE Level 3 Certificate in User Experience/User Interface (UX/UI)
Qualification number (QN)	603/7619/3
Aim reference	60376193
Total qualification time (TQT)	312
Guided learning hours (GLH)	180
Minimum age	16
Qualification purpose	This qualification is designed for learners wishing to gain knowledge and skills of traditional practices used in UX/UI design industry sectors. On completion of the certificate the learner would have the opportunity to join UX/UI design companies as an entry level UX/UI designer with some website creation/design experience or progress onto higher education.
Aims and objectives	This qualification aims to: • focus on the study of UX/UI within the digital sector • offer breadth and depth of study, incorporating a key core of knowledge • provide opportunities to acquire a number of practical skills The objective of this qualification is to: • provide the learner with the opportunity to develop knowledge and skills within UX/UI
Work/industry placement experience	Work/industry placement experience is not required.
Real work environment (RWE) requirement/ recommendation	Experience in the real work environment is not required.
Rules of combination	In order to achieve this qualification, learners are required to successfully complete 6 mandatory units.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.

Progression	Learners who achieve this qualification could progress to:
	
	• further study:
	  ○ Professional Diploma in UX/UI Design
	  ○ MSc User Experience Design
	  ○ BSc (Hons) User Experience Design

Qualification summary	
	○ BA (Hons) User Experience Design • job roles: ○ UX designer ○ UX researcher ○ visual designer (UI designer) ○ content strategist
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/7619/3.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Entry guidance

This qualification is designed for learners wishing to develop sector awareness. It will provide them with skills and knowledge related to UX/UI practices with a view to seeking employment or further study.

It may also be useful to learners studying qualifications in the following sectors/areas:

- graphic design
- web design

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve 6 mandatory units.

Please refer to the list of units below or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (for example, M/100/7116) within section 2.

Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	F/618/7625	Introduction to user experience (UX)	3	39
Unit 02	J/618/7626	The user-centred design (UCD) process	3	29
Unit 03	L/618/7627	User research	3	35
Unit 04	R/618/7628	User experience (UX) design	3	35
Unit 05	Y/618/7629	User interface (UI) design	3	32
Unit 06	L/618/7630	User experience/user interface (UX/UI) design in practice	3	10

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

Progression to higher level studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or further education (FE) colleges. The skills required to progress to higher academic studies are different from those required at levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements

Level 3 criteria can require learners to analyse, draw conclusions, interpret or justify, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

If you need any further information, please refer to the NCFE website.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as per usual)

All the evidence generated by the learner will be assessed against the standards expected of a level 3 learner for each learning outcome.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

We have created some sample tasks for the units 04 and 05. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some learning outcomes and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the curriculum team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification.

The tutor must be satisfied that the work produced is the learner's own.

A centre may choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to course file documents on the NCFE website

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our quality assurance team.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.

For further information or guidance about this qualification, please contact our customer support team.

Unit 01 Introduction to user experience (UX) (F/618/7625)

Unit summary	In this unit the learner will understand the origins of UX design and be able to produce a timeline of the history of human-computer interaction (HCI). Learners will know how UX design is applied, its benefits and be able to differentiate between good and bad UX design. The learner will also know about the different career paths within UX design.
Guided learning hours	39
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Know the origin of user experience (UX) design

The learner can:

1.1 Describe the **history** of HCI design
1.2 Explain the **origins of UX**
1.3 Explain the **origins of user interface (UI)**

Learning outcome 2

The learner will:

2 Be able to produce a timeline of the history of human-computer interaction (HCI)

The learner can:

2.1 Analyse the **historical milestones** in HCI technology
2.2 Create a timeline of advances in wireless, tracking and wearable devices

Learning outcome 3

The learner will:

3 Know the benefits of user experience (UX) design

The learner can:

3.1 Provide examples of **a positive and a negative UX**
3.2 Explain the **benefits to businesses** who provide a positive UX
3.3 Explain the **benefits to users** who receive a positive UX
3.4 Consider the **consequences** of a negative UX

Unit 01 Introduction to user experience (UX) (F/618/7625) (cont'd)

Learning outcome 4

The learner will:

4 Be able to differentiate between good user experience (UX) design and bad user experience (UX) design

The learner can:

4.1 Compare different **platforms** to identify positive and negative UX design techniques
4.2 Explain how **good working practices** are used to inform UX design

Learning outcome 5

The learner will:

5 Know how user experience (UX) design is applied across products, services, and sectors

The learner can:

5.1 Identify the different types of e-commerce
5.2 Compare the UX design approaches for the different types of e-commerce
5.3 Identify different examples within each **e-commerce classification**
5.4 Explain what UK General Data Protection Regulation **(UK GDPR)** is and how it relates to UX/UI practices
5.5 Explain how UK GDPR would **influence** e-commerce design decisions
5.6 Identify which **products and services** are used within the household sector and how they relate to UX/UI design practices
5.7 Explain which **products and services are used within the business sector** and how they relate to UX/UI design practices

Learning outcome 6

The learner will:

6 Know the different career pathways within user experience (UX) design

The learner can:

6.1 Explain the different **sectors** where UX has been considered
6.2 Describe the different **teams** within UX design
6.3 Clarify each of the **roles** and how they influence the UX

Unit 01 Introduction to user experience (UX) (F/618/7625) (cont'd)

Assessment guidance

Delivery and assessment

1.1 history – must include but not limited to:
 	
• 1980s first examples of UI design
• 1991 to 2000 creation of first web pages
• 2005 interactive web pages
• 2010 roles created
• what is customer experience (CX), UX and service design?
 	
1.2 origins of UX – must include:
 	
• factors in HCI
• usability:
  o user-centred design (UCD)
• principles of design:
  o uniform
  o proximity
  o balance
  o alignment
  o contrast
  o proportion
  o repetition
  o movement
  o use of white space
  o accessibility
  o hierarchy
 	
1.3 origins of UI – must include:
 	
• principles of design
• factors of UI
• the history of UI
• what is graphical user interface (GUI)?
• what is a head-up display (HUD)?
• command line interface (CLI)
 	
2.1 historical milestones – must include:
 	
• wireless devices
• tracking devices
• wearable devices
 	
3.1 positive and a negative UX – the tutor could provide case studies of positive and negative user experiences as examples. For portfolio evidence the tutor could ask the learners to give personal experiences they have had and explain why it was good or bad.

Unit 01 Introduction to user experience (UX) (F/618/7625) (cont'd)

Delivery and assessment (cont'd)
3.2 benefits to businesses – must include but not limited to: • customer satisfaction • customer loyalty • optimising resources • shorter development time • user/client engagement and insight • team structure for UX design • increased revenue/decreased cost **3.3 benefits to users** – must include but not limited to: • customer satisfaction • opportunity to become a brand advocate • products that are easier to use • products that help users accomplish everyday tasks in a more efficient way **3.4 consequences** – must include but not limited to: • dissatisfied customers • loss of custom • bad reputation • loss of trust • negative reviews • increase in customer service calls **4.1 platforms –** must include but not limited to: • services • products • websites • apps **4.2 good working practices –** must include but not limited to: • wireframes • prototypes • user stories • cross-platform/device/browser • user research • context strategy • information architecture • UX copywriting

Unit 01 Introduction to user experience (UX) (F/618/7625) (cont'd)

Delivery and assessment (cont'd)

5.3 e-commerce classification – must include but not limited to:

- auction sites
- event booking
- retail/high street
- online banking

5.4 UK GDPR – must include:

- lawfulness, fairness, and transparency
- purpose limitation
- data minimisation
- accuracy
- integrity and confidentiality (security)
- accountability
- GDPR regulations in other countries

5.5 influence – must include:

- how personal data is collected
- how personal data is stored
- how personal data is used
- how personal data is erased

5.6 products and services – learners should provide a minimum list of 10 examples.

5.7 products and services used within the business sector – must include:

- security protocols:
  - firewalls
  - server rooms
  - ethics in design
  - dark UX patterns
- video calling and conferencing (for example, Microsoft Teams)
- file sharing
- research and development

6.1 sectors – including but not limited to:

- retail
- travel and tourism
- finance
- government services
- leisure industry
- IT

Unit 01 Introduction to user experience (UX) (F/618/7625) (cont'd)

Delivery and assessment (cont'd)
6.2 teams – including but not limited to: • product management • product delivery • content team • customer support team • user research team • operations **6.3 roles –** including but not limited to: • product manager • product owner (PO) • UX designer • UX researcher • visual designer (UI designer) • content strategist • front-end and back-end developer • information architect The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • research • learner report • written or oral question and answer • discussion • product evidence

Unit 02 The user-centred design (UCD) process (J/618/7626)

Unit summary	The learner will understand the user-centred design (UCD) process and be able to formulate a problem statement. The learner will develop an understanding of the lean UX process and design thinking approach. They will also be able to apply these to a given scenario.
Guided learning hours	29
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Understand the user-centred design (UCD) process

The learner can:

1.1 Describe the **UCD process**
1.2 Explain the **4 phases of the UCD process**
1.3 Explain how the different **job roles** link to the different UCD phases

Learning outcome 2

The learner will:

2 Be able to formulate a problem statement

The learner can:

2.1 Define what is meant by a problem statement
2.2 Analyse a user problem
2.3 Implement a problem statement
2.4 Consider the user and potential solutions
2.5 Demonstrate the solutions as a result of following the UCD process

Learning outcome 3

The learner will:

3 Understand the lean user experience (UX) process

The learner can:

3.1 Interpret the lean UX process
3.2 Explain the agile process and how it works with continuous customer interaction
3.3 Explain how the lean UX process works within agile
3.4 Explain what a **minimal viable product (MVP)** is, relating to the lean UX process
3.5 Describe how the use of MVP creates better products in the e-commerce sector through product development

Unit 02 The user-centred design (UCD) process (J/618/7626) (cont'd)

Learning outcome 4

The learner will:

4 Be able to apply the lean user experience (UX) process

The learner can:

4.1 Analyse a problem from a given scenario
4.2 Develop ideas for improvement for the given scenario
4.3 Implement ideas for improvement for the given scenario
4.4 Demonstrate improvements for the given scenario

Learning outcome 5

The learner will:

5 Know about the design thinking approach

The learner can:

5.1 Explain the **different stages** of the design thinking process

Learning outcome 6

The learner will:

6 Be able to apply the design thinking approach

The learner can:

6.1 Analyse a problem from a given scenario
6.2 Develop ideas for improvement for the given scenario
6.3 Implement ideas for improvement for the given scenario
6.4 Demonstrate improvements for the given scenario

Unit 02 The user-centred design (UCD) process (J/618/7626) (cont'd)

Assessment guidance

Delivery and assessment
1.1 UCD process – including but not limited to: • the focus on the user and their needs • the iterative process **1.2 4 phases of the UCD process** – must include: • analysis • implementation • testing • evaluation **1.3 job roles** – including but not limited to: • analysis – user researcher, product manager, data analyst • implementation – engineers, designers • testing – user researchers • evaluation **–** user researcher, product owner, product manager **3.4 minimal viable product (MVP)** – including but not limited to: • functional • reliable • usable • emotional **4.1** – the tutor will need to provide a scenario or case study. **5.1 different stages** – must include: • empathise • define • ideate • prototype • test **6.1** – the tutor will need to provide a scenario or case study. The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

Unit 02 The user-centred design (UCD) process (J/618/7626) (cont'd)

Types of evidence
Evidence could include: • research • learner report • written or oral question and answer • discussion • presentation

Unit 03 User research (L/618/7627)

Unit summary	In this unit, the learner will understand the difference between user research and usability testing. They will know about qualitative and quantitative research and user research methods. The learner will be able to conduct a usability test and will develop the knowledge and skills to create an empathy tool.
Guided learning hours	35
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Know the difference between user research and usability testing

The learner can:

1.1 Differentiate between user research and usability testing
1.2 Explain the difference between market research and user research
1.3 Identify where user research and usability testing would be used in the **UCD process**

Learning outcome 2

The learner will:

2 Know the difference between qualitative and quantitative research

The learner can:

2.1 Critically compare qualitative and quantitative research including:
- benefits
- limitations

2.2 Justify which type of research should be used within each step of the design thinking process
2.3 Describe how qualitative and quantitative research methods complement each other

Learning outcome 3

The learner will:

3 Be able to conduct a usability test

The learner can:

3.1 Explain the different **types of usability testing**
3.2 Perform a **usability test**

Unit 03 User research (L/618/7627) (cont'd)

Learning outcome 4

The learner will:

4 Know about user research methods in the user experience (UX)/user interface (UI) design process

The learner can:

4.1 Explain the different **user research methods** in the UX/UI design process
4.2 Classify each user research method either as qualitative and/or quantitative
4.3 Critically compare the different research methods
4.4 Identify different research tools
4.5 Evaluate different research tools

Learning outcome 5

The learner will:

5 Know about the use of empathy tools and why they are created

The learner can:

5.1 Explain the purpose of empathy tools
5.2 Explain the **different empathy tools**
5.3 Explain how empathy tools are created using user research insight
5.4 Compare the different empathy tools used in the UX/UI process

Learning outcome 6

The learner will:

6 Be able to create an empathy tool

The learner can:

6.1 Analyse a series of **user research results**
6.2 Select one of the results to match up with the following empathy tools:
- personas
- user journeys
- empathy maps
- storyboards

6.3 Create an empathy tool from the user research results

Unit 03 User research (L/618/7627) (cont'd)

Assessment guidance

Delivery and assessment
1.3 UCD process – must include but not limited to: • Double Diamond (4D model) • design thinking process (empathise, define, ideate, prototype, test) **3.1 types of usability testing** – must include but not limited to: • remote versus in person • moderated versus unmoderated **3.2 usability test** – must include but not limited to: • produce research questions • identify test cases • create test script • test a live product • record results **4.1 user research methods** – must include: • user interviews • diary studies • card sorting and tree testing • A/B testing • data analytics • surveys **4.3** – the comparison should include but not limited to: • stages of the UCD process that can applied • the output of each method • how the results influence the decision-making process • recommended sample sizes for each method **5.2 different empathy tools** – must include: • personas • user journeys • empathy maps • storyboards **6.1 user research results** – the tutor could provide 4 different user research results. The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

Unit 03 User research (L/618/7627) (cont'd)

Types of evidence
Evidence could include: • research • learner report • written or oral question and answer • discussion • presentation

Unit 04 User experience (UX) design (R/618/7628)

Unit summary	In this unit, the learner will understand what user experience design is and how to measure its impact using key performance indicators (KPIs). They will know the importance of business and user goals. Learners will be able to create epics and user stories as well as a user flow based on an existing application. They will also be able to produce a basic wireframe.
Guided learning hours	35
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Know what user experience (UX) design is and why it is important

The learner can:

1.1 Explain the **difference between UX and UI design**
1.2 Explain the importance of taking a user-centred approach to web design
1.3 Explain the difference between CX, UX and service design

Learning outcome 2

The learner will:

2 Know the importance of business and user goals

The learner can:

2.1 Explain the difference between a **business goal and a user goal** and how to prioritise
2.2 Explain which factors should be considered when prioritising business and user goals

Learning outcome 3

The learner will:

3 Be able to create epics and user stories

The learner can:

3.1 Explain the difference between epics and user stories
3.2 Show how to create **epics and user stories** from business and user goals
3.3 Describe how epics and user stories link to the UCD process

Unit 04 User experience (UX) design (R/618/7628) (cont'd)

Learning outcome 4

The learner will:

4 Know the importance of user flows and how to create them

The learner can:

4.1 Explain what a user flow is and how it is used
4.2 Explain the process of **user flow design**
4.3 Explain what a user journey is and how it is used in UX design
4.4 Describe the difference between user flows and user journeys

Learning outcome 5

The learner will:

5 Be able to create a user flow

The learner can:

5.1 Produce a user flow based on an existing application

Learning outcome 6

The learner will:

6 Understand the purpose of wireframes and prototypes

The learner can:

6.1 Explain the purpose of wireframes and prototypes
6.2 Explain the difference between wireframes and prototypes, including low-fidelity and high-fidelity wireframes
6.3 Explain when to use wireframes or prototypes in the **UX design process**

Learning outcome 7

The learner will:

7 Be able to produce a basic wireframe (1 to 3 pages)

The learner can:

7.1 Produce a wireframe of between 1 and 3 pages/screens

Unit 04 User experience (UX) design (R/618/7628) (cont'd)

Learning outcome 8

The learner will:

8 Understand how to measure the impact of user experience (UX) design

The learner can:

8.1 Explain what KPIs are
8.2 Explain how KPIs are used within the context of UX design
8.3 Discuss examples of **KPIs in UX design**
8.4 Explain when and where KPIs can be applied in the UX design process

Assessment guidance

Delivery and assessment
1.1 difference between UX and UI design – the tutor could give examples of websites and some scenarios. The learner will identify which parts of the website are UX and which part is UI. The tutor should provide statements and ask the learner if they refer to UX design, UI design or both. **2.1 business goal and a user goal** – the tutor could provide a case study looking at UX from a business perspective and a user perspective. **3.2 epics and user stories** – must include: • how to format a user story • how to format an epic **4.2 user flow design** – must include: • user goal • task flow • wire flow • user flow **6.3 UX design process** – including but not limited to: • initial sketches • basic layout design • mock up • static versus responsive • wireframes and low-fidelity prototypes at early stages of design process • high-fidelity prototypes at the final stages of the design process

Delivery and assessment
8.3 KPIs in UX design – must include: • task success rate • time on task • user error rate • system useability scale (SUS) • net promoter score (NPS) • customer satisfaction score (CSAT) The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • research • learner report • written or oral question and answer • discussion • presentation

Unit 05 User interface (UI) design (Y/618/7629)

Unit summary	The learner will understand different usability heuristics for UI design, know what responsive web design is and how to use it. The learner will also be able to explain common UI patterns, describe what a design system is and explain legislation relating to accessibility.
Guided learning hours	32
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Know what design principles and heuristics are and how they should be applied

The learner can:

1.1 Explain the **different usability heuristics** for UI design
1.2 Identify good and bad examples of different usability heuristics
1.3 Explain the **5 visual design principles** in UX/UI
1.4 Consider how visual design principles have been applied to real-world examples

Learning outcome 2

The learner will:

2 Know what responsive design is and how to use it

The learner can:

2.1 Describe what responsive design is
2.2 Explain the importance of responsive design
2.3 **Compare** an example of a website across multiple devices

Learning outcome 3

The learner will:

3 Know what user interface (UI) design patterns are and why they are important

The learner can:

3.1 Describe what UI design patterns are
3.2 Explain why UI design patterns are important
3.3 Explain **common UI design patterns**
3.4 Analyse existing **UI design pattern libraries**

Unit 05 User interface (UI) design (Y/618/7629) (cont'd)

Learning outcome 4

The learner will:

4 Understand the importance of design systems and how they are used

The learner can:

4.1 Describe what a **design system** is
4.2 Explain why design systems are important
4.3 Explain how design systems are used

Learning outcome 5

The learner will:

5 Understand the importance of inclusive design and accessibility within user interface (UI) design

The learner can:

5.1 Explain what inclusive design is within UI design
5.2 Explain what **accessibility** is within UI design
5.3 Discuss **inclusive design principles**
5.4 Differentiate between inclusive design and accessibility
5.5 Explain **legislation** relating to accessibility
5.6 Explain the purpose of the **World Wide Web Consortium (W3C)**
5.7 Analyse the Web Content Accessibility Guidelines (WCAG) for creating accessibility user experiences
5.8 Explain what globalisation and localisation are in relation to web design
5.9 Explain how each of these **aspects of globalisation and localisation influence** UI design

Unit 05 User interface (UI) design (Y/618/7629) (cont'd)

Assessment guidance

Delivery and assessment
1.1 different usability heuristics – must include: • visibility of system status • match between system and the real world • user control and freedom • consistency and standards • error prevention • recognition rather than recall • flexibility and efficiency of use • aesthetic and minimalist design • recognise, diagnose and recover from errors • help and documentation **1.3 5 visual design principles** – must include at least one example for each principle: • scale • visual hierarchy • balance • contrast • Gestalt principles **2.3 compare** – the tutor could do this in a conversational Q&A scenario. It must include but is not limited to: • what is the same? • what is different? • is the content cropped? • is the content scaled? • was it a good user experience for each device? Explain answer **3.3 common UI design patterns** – must include: • social sharing • data visualisation • navigation/content structure • input/output • onboarding • feedback **3.4 UI design pattern libraries** – must include: • Mobbin • UI Garage • UI Patterns

Unit 05 User interface (UI) design (Y/618/7629) (cont'd)

Delivery and assessment (cont'd)

- Pttrns
- Waveguide
- Land-book

4.1 design system – must include:

- UI components (including design pattern libraries)
- design principles
- content guide
- documentation

5.2 accessibility – must include:

- aspects of accessibility:
  - colour blindness
  - auditory
  - mobility, cognitive
- types of accessibility:
  - temporary
  - situational
  - permanent
- features of accessibility:
  - text sizing
  - colour contrasting
  - alternative text for images
  - screen to text

5.3 inclusive design principles – must include:

- putting people/users first
- acknowledging diversity and difference
- offering choice
- providing flexibility
- providing enjoyable experiences for everyone

5.5 legislation – must include but not limited to:

- Equality Act 2010
- Accessibility Regulations 2018
- Accessibility Canada Act C-81 2018

5.6 World Wide Web Consortium (W3C) – must include:

- perceivable
- operable
- understandable
- robust

Unit 05 User interface (UI) design (Y/618/7629) (cont'd)

Delivery and assessment (cont'd)
5.9 aspects of globalisation and localisation influence – must include: • languages • cultural differences • target market • logistical • international standards The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.
Types of evidence
Evidence could include: • research • learner report • written or oral question and answer • discussion • presentation

Unit 06 User experience/user interface (UX/UI) design in practice (L/618/7630)

Unit summary	In this unit the learner will produce a 1 to 3 page website by applying the user design process. They will apply testing techniques, justify their decisions and reflect on their final product.
Guided learning hours	10
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1 Be able to apply the user-centred design (UCD) process to produce a 1 to 3 page website

The learner can:

1.1 Develop a 1 to 3 page website using a **tool of choice**
1.2 Apply testing techniques
1.3 Justify each design decision
1.4 **Reflect** on the 1 to 3 page website produced

Assessment guidance

Delivery and assessment
1.1 tool of choice – one of the following website builders can be used but other alternatives may be available: • WordPress • Wix • Squarespace • Bootstrap • Adobe Dreamweaver • Weebly • Web programming language (HTML, CSS and JavaScript) **1.4 reflect** – when reflecting on the website produced, the following should be considered: • what challenges were faced? • what was learned? • future improvements • what they want to learn more about • results of the test plan • what worked well? The explanation of terms (section 3) explains how the terms used in the unit content are applied to this qualification.

Unit 06 User experience/user interface (UX/UI) design in practice (L/618/7630) (cont'd)

Types of evidence
Evidence could include: • research • learner report • discussion • presentation • website

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

Assessment strategy

Knowledge learning outcomes:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills learning outcomes:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which…)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between 2 or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions (which…)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.

Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 4

Additional information

Additional information

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes including:

- word processing software
- presentation software
- online wireframing tools
- online website builders

Support for learners

Learner's evidence tracking log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You do not have to use the LETL, you can devise your own evidence tracking document instead.

Support for centres

Qualification factsheet

This document outlines the key information of this qualification for the centre, learner and employer.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the NCFE website for more information and to see what is available for this qualification.

Contact us

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Information in this qualification specification is correct at the time of publishing but may be subject to change.

To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.