

# COMPETENCY-BASED OCCUPATIONAL FRAMEWORK FOR REGISTERED APPRENTICESHIP

## User Experience Designer (Alternative title: Web and Digital Interface Designers)

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The nonprofit Urban Institute is dedicated to elevating the debate on social and economic policy. For nearly five decades, Urban scholars have conducted research and offered evidence-based solutions that improve lives and strengthen communities across a rapidly urbanizing world. Their objective research helps expand opportunities for all, reduce hardship among the most vulnerable, and strengthen the effectiveness of the public sector.

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# Competency-Based Occupational Frameworks

The Urban Institute, under contract with the US Department of Labor, has worked with employers, subject matter experts, labor unions, trade associations, credentialing organizations, and academics to develop Competency-Based Occupational Frameworks (CBOFs) for Registered Apprenticeship programs. These frameworks define the **purpose** of an occupation, the **job functions** that are carried out to fulfill that purpose, the **competencies** that enable the apprentice to execute those job functions well, and the **performance criteria** that define the specific knowledge, skills, and personal attributes associated with high performance in the workplace. This organizational hierarchy—job purpose, job functions, competencies, performance criteria—is designed to illustrate that performing work well requires more than just acquiring discrete knowledge elements or developing a series of manual skills. To perform a job well, the employee must be able to assimilate knowledge and skills learned in various settings, recall and apply that information to the present situation, and carry out work activities using sound professional judgment, demonstrating an appropriate attitude or disposition and achieving a level of speed and accuracy necessary to meet the employer’s business need.

The table below compares the terminology of Functional Analysis with that of traditional Occupational Task Analysis to illustrate the important similarities and differences. While both identify the key technical elements of an occupation, functional analysis includes the identification of behaviors, attributes, and characteristics of workers necessary to meet an employer’s expectations.

Framework Terminology	Traditional Task Analysis Terminology
Job Function: the work activities that are carried out to fulfill the job purpose	Job Duties: roles and responsibilities associated with an occupation
Competency: the actions an individual takes and the attitudes he/she displays to complete those activities	Task: a unit of work or set of activities needed to produce some result
Performance Criteria: the specific knowledge, skills, dispositions, attributes, speed, and accuracy associated with meeting the employer’s expectations	Subtask: the independent actions taken to perform a unit of work or activity

Although designed for use in competency-based apprenticeship, these Competency-Based Occupational Frameworks also support time-based apprenticeship by defining more clearly and precisely what an apprentice is expected to learn and do during the allocated time period.

CBOFs are comprehensive to encompass the full range of jobs that may be performed by individuals in the same occupation. As employers or sponsors develop their individual apprenticeship programs, they can extract from or add to the framework to meet their unique organizational needs.

## Components of the Competency-Based Occupational Framework

**Occupational Overview:** This section of the framework provides a description of the occupation including its purpose, the setting in which the job is performed, and unique features of the occupation.

**Work Process Schedule:** This section includes the job functions and competencies that would likely be included in an apprenticeship sponsor's application for registration. These frameworks provide a point of reference that has already been vetted by industry leaders so sponsors can develop new programs knowing that they will meet or exceed the consensus expectations of peers. Sponsors maintain the ability to customize their programs to meet their unique needs, but omission of a significant number of job functions or competencies should raise questions about whether or not the program has correctly identified the occupation of interest.

**Cross-Cutting Competencies:** These competencies are common among all workers and focus on the underlying knowledge, attitudes, personal attributes, and interpersonal skills that are important regardless of the occupation. That said, while these competencies are important to all occupations, the relative importance of some versus others may change from one occupation to the next. These relative differences are illustrated in this part of the CBOF and can be used to design pre-apprenticeship programs or design effective screening tools when recruiting apprentices to the program.

**Detailed Job Function Analysis:** This portion of the framework includes considerable detail and is designed to support curriculum designers and trainers in developing and administering the program. The detail in this section may be confusing to those seeking a more succinct, higher-level view of the program. For this reason, we recommend that the Work Process Schedule be the focus of program planning activities, leaving the detailed job function analysis sections to instructional designers as they engage in their development work.

- a. **Related Technical Instruction:** Under each job function appears a list of foundational knowledge, skills, tools, and technologies that would likely be taught in the classroom to enable the apprentice's on-the-job training safety and success.
- b. **Performance Criteria:** Under each competency, we provide recommended performance criteria that could be used to differentiate between minimally, moderately, and highly competent apprentices. These performance criteria are generally skills based rather than knowledge based, but may also include dispositional and behavioral competencies.

## Using the Competency-Based Occupational Framework to Develop a Registered Apprenticeship Program

When developing a registered apprenticeship program, the Work Process Schedule included in this CBOF provides an overview of the job functions and competencies an expert peer group deemed to be important to this occupation. The Work Process Schedule in this document can be used directly, or modified and used to describe your program content and design as part of your registration application.

When designing the curriculum to support the apprenticeship program—including on-the-job training and related technical instruction—the information the Detailed Job Functions section could be helpful. These more detailed job function documents include recommendations for the key knowledge and skills that might be included in the classroom instruction designed to support a given job function, and the performance criteria provided under each competency could be helpful to trainers and mentors in evaluating apprentice performance and insuring inter-rater reliability when multiple mentors are involved.

# User Experience Designer Occupational Overview

## Occupational Purpose and Context

User Experience (UX) Designers envision how people should best experience products and bring that vision to life. They work to make complex tasks and technologies more intuitive and accessible for people of all expertise levels. UX designers work on all parts of the design process, from creating user flows and wireframes to building user interface mockups and prototypes. They also collaborate with teams of other designers, researchers, engineers, and product managers throughout the design process. At each stage, UX designers anticipate what users need, advocate for them, and ensure that the final product exceeds expectations.

## Potential Job Titles

Web and Digital Interface Designer, User Experience (UX) Designer, UX Researcher, UX Copywriter, Design Technologist, Product Designer

## Attitudes and Behaviors

UX Designers must be highly passionate and empathetic people, with the drive and resourcefulness to solve problems. They are also effective communicators and collaborators, with their target users, stakeholders, and other members of their design teams. UX Designers should also be naturally curious and willing to learn, as well as very receptive to feedback from users and stakeholders. They have a strong attention to detail and care deeply about creating the best design possible for their users.

## Apprenticeship Prerequisites

Some apprenticeship programs may require apprentices to have prior knowledge of research, design, programming languages, or human-computer interaction (HCI), or a combination of these. Some successful applicants that wish to begin in this field would also have a portfolio of prior relevant work. Some apprenticeships require this while others may not.



## Occupational Pathways

UX designers may work in an entry-level position for 1–3 years, a junior to mid-level position for another 2–4 years, and ultimately may work toward becoming a senior-level UX designer or UX design and/or research manager. They could also explore alternative but related professions such as user experience researcher, user experience copywriter, or design technologist.

## Certifications, Licensure, and Other Credential Requirements

Credential	Offered by	Before, During, or After Apprenticeship
n/a		

## Job Functions

Job Functions	Core or Optional
1. Conducts generative research with internal and external users to better understand their problems, context, and experiences	Core
2. Synthesizes insights to define user problems	Core
3. Uses design-thinking methodologies to identify and present user-centric solutions	Core
4. Prototypes solutions for quick feedback and iteration	Core
5. Conducts evaluative research to test design solutions and iterate better products, features, and experiences	Core
6. Confidently communicates, presents, and explains design solutions to project team, stakeholders, and partners	Core
7. Develops a User Experience Designer portfolio	Core

## Stackable Programs

This occupational framework is designed to link to the following additional framework(s) as part of a career laddering pathway.

Stackable Programs	Base or Higher Level	Stacks on Top of
n/a		

## Options and Specializations

The following options and specializations have been identified for this occupation. The Work Process Schedule and individual job function outlines indicate which job functions and competencies were deemed by industry advisors to be optional. Work Process Schedules for Specializations are included at the end of this document.

Options and Specializations	Option	Specialization
User Experience Researcher	x	
User Experience Strategist	x	
User Experience Copywriter	x	
Design Technologist	x	

## Levels

Industry advisors have indicated that individuals in this occupation may function at different levels, based on the nature of their work, the amount of time spent in an apprenticeship, the level of skills or knowledge mastery, and the degree of independence in performing the job or supervisory/management responsibilities.

Level	Distinguishing Features	Added Competencies	Added Time Requirements
1	Junior UX Designer		
2	Mid-Level UX Designer		
3	Senior UX Designer		

# Work Process Schedule

<b>WORK PROCESS SCHEDULE</b>		ONET Code: 15-1255.00
User Experience Designer (Alternative title: Web and Digital Interface Designers)		RAPIDS Code:
Job Title: User Experience Designer (Alternative title: Web and Digital Interface Designers)		
Level:	Specialization:	
Stackable Program: __Yes __No		
Base Occupation Name:		
Company Contact:		
Address:	Phone:	Email:
Apprenticeship Type: <input checked="" type="checkbox"/> Competency Based <input type="checkbox"/> Time Based <input type="checkbox"/> Hybrid	Prerequisites:	

Job Function 1: Conducts generative research with internal and external users to better understand their problems, context, and experiences			
Competencies	Core or Optional	RTI	OJT
A. Supports project team members in research and documents customer and employee feedback	Core		
B. Assists with user interviews and surveys to conduct competitive analysis of in-market solutions and services	Core		

Job Function 2: Synthesizes insights to define user problems			
Competencies	Core or Optional	RTI	OJT
A. Reviews current product usage analytics and performance metrics to identify patterns and potential areas of optimization	Core		

B. Reviews existing research to identify patterns in customer and employee problems and strategic opportunities	Core		
C. Connects quantitative data with qualitative findings from customer and employee research to provide a deeper understanding of performance or areas of opportunity	Core		

**Job Function 3: Uses design-thinking methodologies to identify and present user-centric solutions.**

Competencies	Core or Optional	RTI	OJT
A. Anticipates user needs and advocates for customer-centric solutions to problems throughout the product lifecycle	Core		
B. Facilitates conversations with project teams and partners	Core		
C. Conveys customer empathy through stories	Core		
D. Balances user needs with business goals when brainstorming solutions	Core		

**Job Function 4: Prototypes solutions for quick feedback and iteration**

Competencies	Core or Optional	RTI	OJT
A. Assists team in storyboarding, developing concepts, and prototyping potential solutions for evaluation by customers and employees	Core		
B. Determines the right fidelity and creates prototypes—physical, digital, or hand drawn	Core		
C. Demonstrates best practices for UI patterns, knowledge of heuristics, and understanding of page hierarchy	Core		
D. Collaborates with engineers to deliver and ship high-quality designs of product	Core		

**Job Function 5: Conducts evaluative research to test design solutions and iterate better products, features, and experiences**

Competencies	Core or Optional	RTI	OJT
A. Solicits user feedback on products to improve the design	Core		
B. Prepares discussion guides and surveys	Core		
C. Synthesizes and communicates data findings to iterate better versions of the design	Core		

<b>Job Function 6: Confidently communicates, presents, and explains design solutions to project team, stakeholders, and partners</b>			
<b>Competencies</b>	<b>Core or Optional</b>	<b>RTI</b>	<b>OJT</b>
A. Communicates the user problem statement, project vision, and how the team plans to measure success	Core		
B. Explains the design process, user feedback, and ongoing iterative development	Core		
C. Presents confidently, speaking at the right level for the audience and confirming understanding	Core		
D. Displays best practices in presenting projects and giving and receiving feedback	Core		

<b>Job Function 7: Develops a User Experience Designer portfolio</b>			
<b>Competencies</b>	<b>Core or Optional</b>	<b>RTI</b>	<b>OJT</b>
A. Develops a portfolio showcasing key skills pertinent to UX design	Optional		
B. Demonstrates continuing education in UX design	Core		

# Cross-Cutting Competencies

COMPETENCY**		0	1	2	3	4	5	6	7	8
Personal Effectiveness	Interpersonal Skills	0	1	2	3	4	5	6	7	8
	Integrity	0	1	2	3	4	5	6	7	8
	Professionalism	0	1	2	3	4	5	6	7	8
	Initiative	0	1	2	3	4	5	6	7	8
	Dependability and Reliability	0	1	2	3	4	5	6	7	8
	Adaptability and Flexibility	0	1	2	3	4	5	6	7	8
	Lifelong Learning	0	1	2	3	4	5	6	7	8
Academic	Reading	0	1	2	3	4	5	6	7	8
	Writing	0	1	2	3	4	5	6	7	8
	Mathematics	0	1	2	3	4	5	6	7	8
	Science and Technology	0	1	2	3	4	5	6	7	8
	Communication	0	1	2	3	4	5	6	7	8
	Critical and Analytical Thinking	0	1	2	3	4	5	6	7	8
	Basic Computer Skills	0	1	2	3	4	5	6	7	8
Workplace	Teamwork	0	1	2	3	4	5	6	7	8
	Customer Focus	0	1	2	3	4	5	6	7	8
	Planning and Organization	0	1	2	3	4	5	6	7	8
	Creative Thinking	0	1	2	3	4	5	6	7	8
	Problem Solving and Decision Making	0	1	2	3	4	5	6	7	8
	Working with Tools and Technology	0	1	2	3	4	5	6	7	8
	Checking, Examining, and Recording	0	1	2	3	4	5	6	7	8
	Business Fundamentals	0	1	2	3	4	5	6	7	8
	Sustainable	0	1	2	3	4	5	6	7	8
	Health and Safety	0	1	2	3	4	5	6	7	8

\*\* The names of the cross-cutting competencies come from the US Department of Labor’s Competency Model Clearinghouse, and definitions for each can be viewed at <https://www.careeronestop.org/CompetencyModel/competency-models/building-blocks-model.aspx>.

Cross-cutting competencies identify transferable skills—sometimes called “soft skills” or “employability skills”—that are important for workplace success, regardless of a person’s occupation. Still, the relative

importance of specific cross-cutting competencies differs from occupation to occupation. The cross-cutting competencies table, above, provides information about which of these competencies is most important to be successful in a particular occupation. This information can be useful to employers or intermediaries in screening and selecting candidates for apprenticeship programs, or to pre-apprenticeship providers who seek to prepare individuals for successful entry into an apprenticeship program.

The scoring system utilized to evaluate competency levels required in each cross-cutting skill aligns with the recommendations of the Lumina Foundation's Connecting Credentials Framework. The framework can be found at <http://connectingcredentials.org/wp-content/uploads/2015/05/ConnectingCredentials-4-29-30.pdf>.

# Detailed Job Functions

Job Function 1: Conducts generative research with internal and external users to better understand their problems, context, and experiences

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> <li>• UX fundamentals</li> <li>• User-centered design</li> <li>• Holistic design</li> <li>• Design thinking</li> <li>• Data and data-driven design</li> <li>• Research techniques</li> <li>• UX terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Communication</li> <li>• Logic</li> <li>• Critical thinking</li> <li>• Collaborative work</li> <li>• Planning and organization</li> <li>• Listening and interpreting</li> <li>• Writing, including report writing</li> <li>• SME, user, domain synthesis</li> <li>• Competitive analysis</li> <li>• SWOT analysis</li> <li>• User interviews</li> <li>• Surveys</li> <li>• Stakeholder interviews</li> <li>• Research plans</li> <li>• Ethnographic research</li> <li>• Heuristic evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Software to support data interpretation and other research methodologies</li> <li>• Video/editing</li> <li>• Presentation software</li> </ul>

Competency A: Supports project team members in research and documents customer and employee feedback	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Determines appropriate mix of research methods based on individual project needs (i.e., qualitative vs. quantitative, strategic vs. general)	Core
2. Conducts research studies using methods such as ethnographic and field research, diary studies, surveys, user/usability testing, guerrilla research, heuristic evaluations, audits, and competitive analyses	Core
3. Documents the results of research studies	Core

Competency B: Assists with user interviews and surveys to conduct competitive analysis of in-market solutions and services	Core or Optional
<b>PERFORMANCE CRITERIA</b>	



1. Informs projects with user interviews and surveys	Core
2. Conducts competitive research analysis	Core
3. Prepares research analysis reports	Core

## Job Function 2: Synthesizes insights to define user problems

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> <li>• UX fundamentals</li> <li>• Data and data-driven design</li> <li>• User-centered design</li> <li>• Holistic design</li> <li>• Design thinking</li> <li>• UX terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Communication</li> <li>• Logic</li> <li>• Critical thinking</li> <li>• Collaborative work</li> <li>• Planning and organization</li> <li>• Listening and interpreting</li> <li>• Writing, including report writing</li> <li>• Improv</li> <li>• User insights</li> <li>• Strategy</li> <li>• Personas</li> <li>• Customer journey maps</li> <li>• Empathy maps</li> <li>• Ecosystem diagrams</li> <li>• Storyboards</li> <li>• Mood boards</li> <li>• Brief writing and briefing</li> </ul>	<ul style="list-style-type: none"> <li>• Software to support data and research interpretation</li> <li>• Video/editing</li> <li>• Presentation software</li> </ul>

Competency A: Reviews current product usage analytics and performance metrics to identify patterns and potential areas of optimization	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Reviews, analyzes, and communicates qualitative data	Core
2. Reviews current quantitative product performance metrics to analyze areas of optimization	Core
3. Generates tactical and strategic insights, as well as actionable recommendations	Core
4. Creates personas, empathy maps, ecosystem diagrams, storyboards, and customer journey maps, being mindful of global platforms	Core

Competency B: Reviews existing research to identify patterns in customer and employee problems and strategic opportunities	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Collaborates to develop and present insights, strategies, and briefs for each project	Core
2. Identifies user favorites and pain points on current interface journeys	Core

3. Writes briefs and briefs team members, clients, and other stakeholders	Core
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<b>Competency C: Connects quantitative data with qualitative findings from customer and employee research to provide a deeper understanding of performance or areas of opportunity</b>	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Provides effective data analytics to team members and stakeholders verbally, visually, and through design execution	Core

## Job Function 3: Uses design-thinking methodologies to identify and present user-centric solutions

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> <li>• UX fundamentals</li> <li>• User-centered design</li> <li>• Holistic design</li> <li>• Design thinking</li> <li>• Conceptual thinking techniques</li> <li>• UX terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Communication</li> <li>• Listening and interpreting</li> <li>• Planning and organization</li> <li>• Strategic thinking and problem solving</li> <li>• Brainstorming</li> <li>• Collaborative work</li> <li>• Writing, including report writing</li> <li>• Improvisation</li> <li>• Data visualization</li> <li>• Art direction</li> <li>• Design</li> <li>• Copywriting</li> <li>• Storytelling</li> <li>• Campaign development</li> <li>• Branding</li> <li>• Typography</li> <li>• Group presentations</li> <li>• Facilitated interpersonal feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Software to support data and research interpretation</li> <li>• Video/editing</li> <li>• Presentation software</li> <li>• Prototyping hardware and software</li> <li>• Adobe Suite</li> </ul>

Competency A: Anticipates user needs and advocates for customer-centric solutions to problems throughout the project lifecycle	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Actively participates in translation of data to research, insights to strategy, ideation to presentation, designing to prototyping, and user-testing to analytics	Core
2. Applies “one design for all” using user-centered design, holistic design, and design-thinking methodologies	Core

Competency B: Facilitates conversations with project teams and partners	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Sells team’s ideas and campaigns through to next rounds and prototyping	Core
2. Uses “Yes and...” and other brainstorming techniques	Core
3. Presents ideas, gives examples, and connects with the audience	Core

<b>Competency C: Conveys customer empathy through stories</b>	<b>Core or Optional</b>
<b>PERFORMANCE CRITERIA</b>	
1. Frames design problems and design solutions for projects through storytelling	Core
2. Demonstrates a creative flair for storytelling	Core

<b>Competency D: Balances user needs with business goals when brainstorming solutions</b>	<b>Core or Optional</b>
<b>PERFORMANCE CRITERIA</b>	
1. Communicates with company decision-makers to understand business goals	Core
2. Creatively compromises between business and user needs	Core

## Job Function 4: Prototypes solutions for quick feedback and iteration

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> <li>• UX fundamentals</li> <li>• User-centered design</li> <li>• Holistic design</li> <li>• Design thinking</li> <li>• Accessibility design ADA</li> <li>• Conceptual thinking techniques</li> <li>• Information architecture</li> <li>• Responsive design</li> <li>• UX terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Communication</li> <li>• Listening and interpreting</li> <li>• Planning and organization</li> <li>• Strategic thinking and problem solving</li> <li>• Creative thinking</li> <li>• Collaborative work</li> <li>• Improv</li> <li>• Sketching</li> <li>• Prototyping</li> <li>• Working with stakeholders</li> <li>• Wireframing</li> <li>• UI mockups</li> <li>• Storytelling</li> <li>• Product development</li> <li>• Branding</li> <li>• Paper prototyping</li> <li>• Mobile prototyping</li> <li>• Group presentations</li> <li>• Facilitated interpersonal feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Video/editing</li> <li>• Presentation software</li> <li>• Prototyping hardware and software</li> <li>• Adobe Suite</li> <li>• Social media</li> <li>• All media</li> </ul>

Competency A: Assists team in storyboarding, developing concepts, and prototyping potential solutions for evaluation by customers and employees		Core or Optional
<b>PERFORMANCE CRITERIA</b>		
1. Quickly and iteratively creates user flows, wireframes, prototypes, and high-fidelity mockups		Core
2. Provides detailed UI and visual design specifications to stakeholders		Core
3. Develops flowcharts, wireframes, annotations, prototypes, design specifications, and UI specifications and tech requirements		Core

Competency B: Determines the right fidelity and creates prototypes—physical, digital, or hand drawn		Core or Optional
<b>PERFORMANCE CRITERIA</b>		
1. Evolves design solutions from hand-sketched ideas to interactive physical and digital prototypes		Core

2. Crafts prototypes using Sketch, InVision, Framer, Principle, Keynote, Axure, Adobe suite, HTML, CSS, JavaScript, and other tools in the prototyping toolkit	Core
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<b>Competency C: Demonstrates best practices for UI patterns, knowledge of heuristics, and understanding of page hierarchy</b>	<b>Core or Optional</b>
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<b>PERFORMANCE CRITERIA</b>	
1. Anticipates what users might need to ensure that the interface has elements that are easy to access, understand, and use	Core

<b>Competency D: Collaborates with engineers to deliver and ship high-quality designs of product</b>	<b>Core or Optional</b>
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<b>PERFORMANCE CRITERIA</b>	
1. Collaborates and communicates with engineers to deliver designs and make sure designs are implemented as intended	Core
2. Shares design specifications with appropriate partners to build designs	Core
3. Evaluates the quality of products after engineers have implemented designs and provides feedback if adjustments are needed	Core

## Job Function 5: Conducts evaluative research to test design solutions and iterate better products, features, and experiences

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> <li>• UX fundamentals</li> <li>• User-centered design</li> <li>• Holistic design</li> <li>• Design thinking</li> <li>• Conceptual thinking techniques</li> <li>• Information architecture</li> <li>• UX terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Communication</li> <li>• Listening and interpreting</li> <li>• Planning and organization</li> <li>• Strategic thinking and problem solving</li> <li>• Creative thinking</li> <li>• Collaborative work</li> <li>• Improv</li> <li>• Prototyping</li> <li>• Working with stakeholders</li> <li>• Storytelling</li> <li>• Branding</li> <li>• Group presentations</li> <li>• Task flows and analysis</li> <li>• Optimization</li> <li>• Facilitated interpersonal feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Video/editing</li> <li>• Data visualization software</li> <li>• Presentation software</li> <li>• Prototyping hardware and software</li> <li>• Adobe Suite</li> <li>• Social media</li> <li>• All media</li> </ul>

Competency A: Solicits user feedback on products to improve the design	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Conducts unmoderated and moderated testing	Core
2. Outlines improvements made to projects based on user feedback and testing	Core
3. Incorporates feedback, technical constraints, and usability findings in design	Core

Competency B: Prepares discussion guides and surveys	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Chooses testing frameworks and shares insights and data with shareholders	Core
2. Synthesizes testing results to continually refine designs based on user data	Core
3. Applies accessibility design ADA feedback	Core



<b>Competency C: Synthesizes and communicates data findings to iterate better versions of the design</b>	<b>Core or Optional</b>
<b>PERFORMANCE CRITERIA</b>	
1. Provides effective data analytics to team members and stakeholders verbally, visually, and through design execution	Core

## Job Function 6: Confidently communicates, presents, and explains design solutions to project team, stakeholders, and partners

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> <li>• UX fundamentals</li> <li>• User-centered design</li> <li>• Holistic design</li> <li>• Design thinking</li> <li>• Conceptual thinking techniques</li> <li>• Information architecture</li> <li>• UX terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Communication</li> <li>• Listening and interpreting</li> <li>• Planning and organization</li> <li>• Strategic thinking and problem solving</li> <li>• Creative thinking</li> <li>• Collaborative work</li> <li>• Improv</li> <li>• Prototyping</li> <li>• Working with stakeholders</li> <li>• Storytelling</li> <li>• Branding</li> <li>• Group presentations</li> <li>• Task flows and analysis</li> <li>• Optimization</li> <li>• Facilitated interpersonal feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Video/editing</li> <li>• Data visualization software</li> <li>• Presentation software</li> <li>• Prototyping hardware and software</li> <li>• Adobe Suite</li> <li>• Social media</li> <li>• All media</li> </ul>

Competency A: Communicates the user problem statement, project vision, and how the team plans to measure success	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Uses storytelling to explain customer problems to various stakeholders	Core
2. Presents design solutions to different audiences	Core

Competency B: Explains the design process, user feedback, and ongoing iterative development	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Identifies steps in the design, feedback, and development processes	Core
2. Effectively conveys steps to audiences of different backgrounds	Core

<b>Competency C: Presents confidently, speaking at the right level for the audience and confirming understanding</b>	<b>Core or Optional</b>
<b>PERFORMANCE CRITERIA</b>	
1. Displays strong body language while presenting, including eye contact with the audience and voice projection	Core
2. Tailors presentations to individual audiences	Core
3. Asks questions to ensure that the audience understands the presentation	Core

<b>Competency D: Displays best practices for presenting projects and for giving and receiving feedback</b>	<b>Core or Optional</b>
<b>PERFORMANCE CRITERIA</b>	
1. Shares thought process in how they arrived at the final solution when presenting projects	Core
2. Gives constructive feedback to other designers or collaborators	Core
3. Displays best practices in receiving feedback, and incorporates useful feedback back in work	Core

## Job Function 7: Develops a User Experience Designer portfolio

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> <li>• UX fundamentals</li> <li>• User-centered design</li> <li>• Holistic design</li> <li>• Design thinking</li> <li>• Conceptual thinking techniques</li> <li>• Interview best practices</li> <li>• UX terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Communication</li> <li>• Listening and interpreting</li> <li>• Planning and organization</li> <li>• Strategic thinking and problem solving</li> <li>• Creative thinking</li> <li>• Collaborative work</li> <li>• Improv</li> <li>• Prototyping</li> <li>• Working with stakeholders</li> <li>• Storytelling</li> <li>• Product development</li> <li>• Typography</li> <li>• Group presentations</li> <li>• Information architecture</li> <li>• Wireframing</li> <li>• UI mockups</li> <li>• Mobile prototyping</li> <li>• Client presentations</li> <li>• Case studies</li> <li>• Personal branding</li> <li>• Interviewing techniques</li> <li>• Facilitated interpersonal feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Video/editing</li> <li>• Presentation software</li> <li>• Prototyping hardware and software</li> <li>• Adobe Suite</li> <li>• Social media</li> <li>• All media</li> <li>• Portfolio sites and platforms</li> <li>• Resumes</li> </ul>

Competency A: Develops a portfolio showcasing key skills pertinent to UX design	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Creates a portfolio showcasing strengths such as prototyping, presentations, and research	Optional
2. Presents a completed resumé, LinkedIn profile, UX portfolio, and a highlights video of the UX Design Apprentice program journey using social and other media	Optional
3. Participates in real-world interviews	Optional

Competency B: Demonstrates continuing education in UX design.	Core or Optional
<b>PERFORMANCE CRITERIA</b>	
1. Continually studies UX, HCI, digital marketing, or similar fields	Core

2. Uses applicable technologies such as CMS, prototyping tools, asset creation tools, etc.	Core
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## STATEMENT OF INDEPENDENCE

The Urban Institute strives to meet the highest standards of integrity and quality in its research and analyses and in the evidence-based policy recommendations offered by its researchers and experts. We believe that operating consistent with the values of independence, rigor, and transparency is essential to maintaining those standards. As an organization, the Urban Institute does not take positions on issues, but it does empower and support its experts in sharing their own evidence-based views and policy recommendations that have been shaped by scholarship. Funders do not determine our research findings or the insights and recommendations of our experts. Urban scholars and experts are expected to be objective and follow the evidence wherever it may lead.



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