

JONATHAN PORTON

UX DESIGNER



I'm Jonathan, a UX designer living on the South Coast, with my family and Golden Retriever, Barney.

I've been working in UX for over 15 years. I specialise in UX design as part of multi-disciplinary teams but can work across most UX practices.

I can work to the government digital service standard and have represented design at many government service assessments and peer reviews.

I'm a mentor to a number of junior designers and URs and teach through my online courses on [SkillShare](#) and [Udemy](#). I sometimes share my experiences through talks within organisations and public events like World IA day.

Any questions? info@jonportonux.co.uk

- **Department for Education**
2022 - 2023
- **Ministry of Justice**
2022
- **Welsh Government**
2021
- **The Pensions Regulator**
2019 - 2021
- **Government Statistical service**
2018 - 2019
- **Rolls-Royce**
2017
- **Office for National Statistics**
2013 - 2017

“Jonathan worked closely with me and the team throughout the ONS digital publishing transformation programme - this included taking a pivotal role during the discovery stage and leading on user research (and information architecture) throughout the alpha to beta to the live launch.

Jonathan is a skilled, experienced usability practitioner with a preference for practical solutions and works well with development and design colleagues. It was a pleasure to work with him and given the opportunity I will do again in the future.”

MATT JUKES, HEAD OF PRODUCT, ONS

“Jonathan had impact on our work from the first day he started working with us. His expertise was highly valued by the team and his insights strongly influenced the direction of product development.

Jonathan is very easy to get on with - critical to his role of course, but this also made it a pleasure to work with him. I wouldn't hesitate to hire Jonathan for other projects.”

LAURA DEWIS, HEAD OF DIGITAL & CONTENT, THE PENSIONS REGULATOR

HOW I WORK

I can adapt my approach and methodologies to meet your needs, whilst working comfortably in agile and lean. I try and put the user at the heart of everything I do.



DESIGN

Can design from concept to prototyping in code

Proficient with the GOV.UK Prototyping Kit

Equally at home in Figma, Sketch and Adobe XD

Have designed bespoke components for services

Comfortable communicating ideas and taking feedback



SERVICE DESIGN

Can design for the end-to-end journey

Can communicate across technical and non-technical boundaries

Actively collaborate and support in communities

Understand the importance of evidence-based design

Able to reconcile user needs against business requirements



WORKING PRACTICE

Self starter who gets on with it

Equally at home in a multi-disciplinary team

Lots of experience across discovery, alpha, beta and live phases

Represented at service assessments and peer reviews

Experienced with Jira and DevOps

SOME OF THE TOOLS I USE

I have experience using a number of design tools and tech. I either bring my own tool suite to a project, or can easily adapt to using yours. The following are tools I use.

 Figma

 Sketch



 GOV.UK Design System

webflow



 render

 *in*vision

GitHub

axure

Plus accessibility tools such as Stark, WAVE and Sim Daltonism

GOVERNMENT CLIENTS I'VE WORKED WITH



PRIVATE SECTOR CLIENTS I'VE WORKED WITH

dxw.

methods 

foundry4/

 VIRTUALSTOCK™


AVIVA

 **OLDMUTUAL**
WEALTH

 **Rolls-Royce®**

 **TUI**

PROJECT

DEPARTMENT FOR EDUCATION SOCIAL WORKER CAREER DEVELOPMENT

DfE fund a number of programmes for child and family social workers. The MVP of the project was to showcase these programmes on a new service. The longer term goal was to design a scalable service that supported social workers with career guidance. I designed the core service, whilst designing for beyond the MVP.

SERVICES

Interaction design

TOOLS


Gov prototyping kit
Gov design history kit
Figma

GitHub



PROTOTYPING

I built the alpha and beta prototypes directly in the GOV.UK prototyping kit, considering the user experience on different devices.

 **Department for Education** | Develop your career in child and family social work

PROTOTYPE This is a prototype of a new service – your [feedback](#) will help us to improve it.

Develop your career in child and family social work

The Department for Education funds development programmes for child and family social workers at different stages of their careers.

Find a programme by career stage

The programmes we fund develop the skills and knowledge of social workers to help improve outcomes for children and families.

[Newly qualified social workers](#)

Includes social workers in their first year of employment.

[Practitioners](#)

Includes social workers with more than 2 years' experience and no managerial responsibilities.

[Practice supervisors](#)

Includes practice educators, advanced practitioners, senior social workers and assistant team managers.


[Middle managers and heads of service](#)

Includes team managers, independent reviewing officers and service managers.

[Senior managers and practice leaders](#)

Includes assistant directors, directors and principal social workers.

[View all programmes](#)

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Includes social workers with more than 2 years' experience and no managerial responsibilities.


[Practice supervisors](#)

Includes practice educators, advanced practitioners, senior social workers and assistant team managers.

[Middle managers and heads of service](#)

PROTOTYPING

Designing navigation pages, content pages and supporting pages.

 Department for Education | Develop your career in child and family social work

PROTOTYPE

This is a prototype of a new service – your [feedback](#) will help us to improve it.

[Home](#)

Programmes for middle managers and heads of service

We fund the Social Work Leadership Pathways programme for child and family social workers.

It's delivered by the Frontline charity and includes 4 separate pathways, each aimed at a different level of social work leadership.

Middle managers can do Pathways 2 and 3. Heads of service can do Pathways 3 and 4.

[Pathway 2: middle managers](#)

For team managers to influence and support the delivery of excellent social work practice within and beyond their team.

[Pathway 3: heads of service](#)


For current and aspiring heads of service to lead outstanding provision of social care through multiple teams and partnerships.


[Pathway 4: practice leaders](#)


For experienced heads of service (or equivalent) to develop their leadership skills and progress into a practice leader role.

[View all programmes](#)

[Prototype HOME](#) [GOV.UK Prototype Kit v12.2.0](#) [Clear data](#)

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PROTOTYPE

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[Home](#)

Cookies

Cookies are small files saved on your phone, tablet or computer when you visit a website.

We use cookies to make this site work and collect information about how you use our service.

Essential cookies

Essential cookies keep your information secure while you use the service. We do not need to ask permission to use them.

Name	Purpose	Expires
cookie_consent	Saves your cookie consent settings	1 year

Analytics cookies (optional)

With your permission, we use Google Analytics to collect data about how you use the service. This information helps us to improve our service.

Google is not allowed to use or share our analytics data with anyone.

Google Analytics stores anonymised information about:

- how you got to the service
- the pages you visit on the service and how long you spend on them
- any errors you see while using the service

Name	Purpose	Expires
_ga	Checks if you've visited the service before. This helps us count how many people visit our site.	2 years
_gid	Checks if you've visited the service before. This helps us count how many people visit our site.	24 hours

Change your cookie settings

Do you want to accept analytics cookies?


☐ Yes


☐ No


[Save cookie settings](#)

Last updated 12 December 2022

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PROTOTYPE

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[Home](#) > [Practice supervisors](#)

Middle managers and heads of service

Pathway 2: middle managers

For	Current and aspiring middle managers, team managers, independent reviewing officers (IROs)	Related content
Duration	10 months	Social work post-qualification standards
Time commitment	56 hours (the equivalent of 7 days)	
Cost	Free except for travel for in-person modules	
Delivered by	Frontline	

Who it's for

Pathway 2 is for:

- in-role middle managers
- experienced practice supervisors who want to become middle managers

What you'll learn

Pathway 2 will help you support the delivery of excellent social work practice within and beyond your team. This includes:

- setting an ambitious and inspiring vision for your team
- developing resilience and wellbeing in staff so they can do their best work
- managing complex scenarios with your team and multi-agency partners
- building an inclusive team culture

What you'll get

When you finish Pathway 2 you'll get:

- a certificate which can contribute towards your continuous professional development (CPD) hours
- access to [Frontline's network of leaders](#)

It'll help prepare:

- current middle managers to access Pathway 3 for heads of service
- aspiring middle managers for promotion to middle manager roles

How it's delivered

Pathway 2 is a 10-month programme that:

- runs twice a year starting in January and October
- takes about 56 hours to complete
- combines online and in-person learning

In-person learning

There are 4 days on site at the University of Warwick run as separate 2-day modules.

Online learning

It'll take about 24 hours to complete the online modules, which include:

- workshops
- one-to-one coaching
- self-directed study sessions

Online modules last 1.5 to 3 hours.

Funding

Pathway 2 is funded by the Department for Education.

Accommodation and meals for the on-site days are included, but your employer will need to cover the travel costs.


Next steps


Speak to your line manager to get support for you doing Pathway 2.

If you're an aspiring middle manager, you'll also need to answer questions about your work experience as part of your application.

[Find out more about Pathway 2, including how to apply](#) on the Frontline website.


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PROTOTYPING

And lots of concepts along the way

 Department for Education | Develop your career in child and family social work

PROTOTYPE

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Find a CPD

Looking for a CPD bla. More yukky placeholder text but need to add some here to see how this flows. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum vulputate nisl odio, sit amet pellentesque ipsum molestie eget. Vivamus vehicula commodo luctus. Praesent ullamcorper mi id consequat ultricies. Proin non ultrices ligula.

Search

Search

DfE CPD type

☐ ASYE

☐ PLP

☐ UPON

Format

☐ Self-directed learning

☐ Training session

☐ Conference, seminar or event

☐ Other

10 results

[CPD course 1](#)

This CPD 1 course is lorem ipsum dolor sit amet, consectetur adipiscing elit. Curabitur eget mauris sit amet quam venenatis.

[ACME provider 1](#)

ASYE 1 hour

[CPD course 2](#)

This CPD 2 course is lorem ipsum dolor sit amet, consectetur adipiscing elit. Curabitur eget mauris sit amet quam venenatis.

[ACME provider 2](#)

PLP 5 hours

[CPD course 3](#)


This CPD 3 course is lorem ipsum dolor sit amet, consectetur adipiscing elit. Curabitur eget mauris sit amet quam venenatis.

[ACME provider 4](#)

PLP 2 hours

[CPD course 7](#)

This CPD 7 course is lorem ipsum dolor sit amet, consectetur adipiscing elit. Curabitur eget mauris sit amet quam venenatis.

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PROTOTYPE

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< [Back](#)

What duration of CPD best suits your needs?

☐ < 1 hour

☐ 1 hour

☐ 2-5 hours

☐ 6-10 hours

☐ Other

Continue

Previous answers

[Start again](#)

DfE CPDs

PLP,UPON

[Change](#)

Format

Training session

[Change](#)


Prototype HOME

[GOV.UK Prototype Kit v12.2.0](#)

[Clear data](#)

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DESIGN SYSTEM

I designed and built components, templates and styles in Figma and HTML/CSS.

I documented usage and handover notes for our content designers and development to use.

All tested for WCAG 2.1 AA compliance before making available.

Department for Education | Develop your career in child and family social work

PROTOTYPE

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DfE component examples

[DfE callout component](#)

[DfE action link](#)

[DfE card component](#)

DfE card component

As used in the [Professional development for teachers and leaders service](#).

Card title

Card description

Pass these values

Name	Type	Description
title	string	Required. The card title text.
description	string	Required. The card description text.
programmeUrl	string	Required. The target URL of the card.
marginBottom	value	Optional margin for the bottom of the card. Use when neighbouring card has more text to make them look even.

```
{  
  appNavigationCard({  
    title: 'Card title',  
    description: 'Card description',  
    programmeUrl: 'my-url-goes-here',  
    marginBottom: '9'  
  })  
}
```

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Core website palette
Otherwise uses gov styles

DfE blue	DfE accent blue	DfE white	DfE grey
DfE blue #003A69	DfE accent blue #347ca9	DfE white #FFFFFF	DfE grey #F3F2F1

Design history content type tags
Uses gov tag styles

Content creation tag	Development programmes tag	Career progression tag	CPD tag	Core website tag	Design and branding tag
Content creation govuk-tag-orange #Cd6c3	Development programmes govuk-tag-blue #d2e2f1	Career progression govuk-tag-purple #d8d5e9	CPD govuk-tag-pink #F7d7e6	Core website govuk-tag-turquoise #bfe3e0	Design and branding #ffffbf

DfE inset text

Note for managers. When the social worker undertakes this course they will:

- Do something
- Do something else
- Do something more

DfE inset text alternate

Guidance for managers

Here is some text specifically for managers. When the social worker undertakes this course
they will:

- apples
- plums
- pears
- strawberries
- blackberries

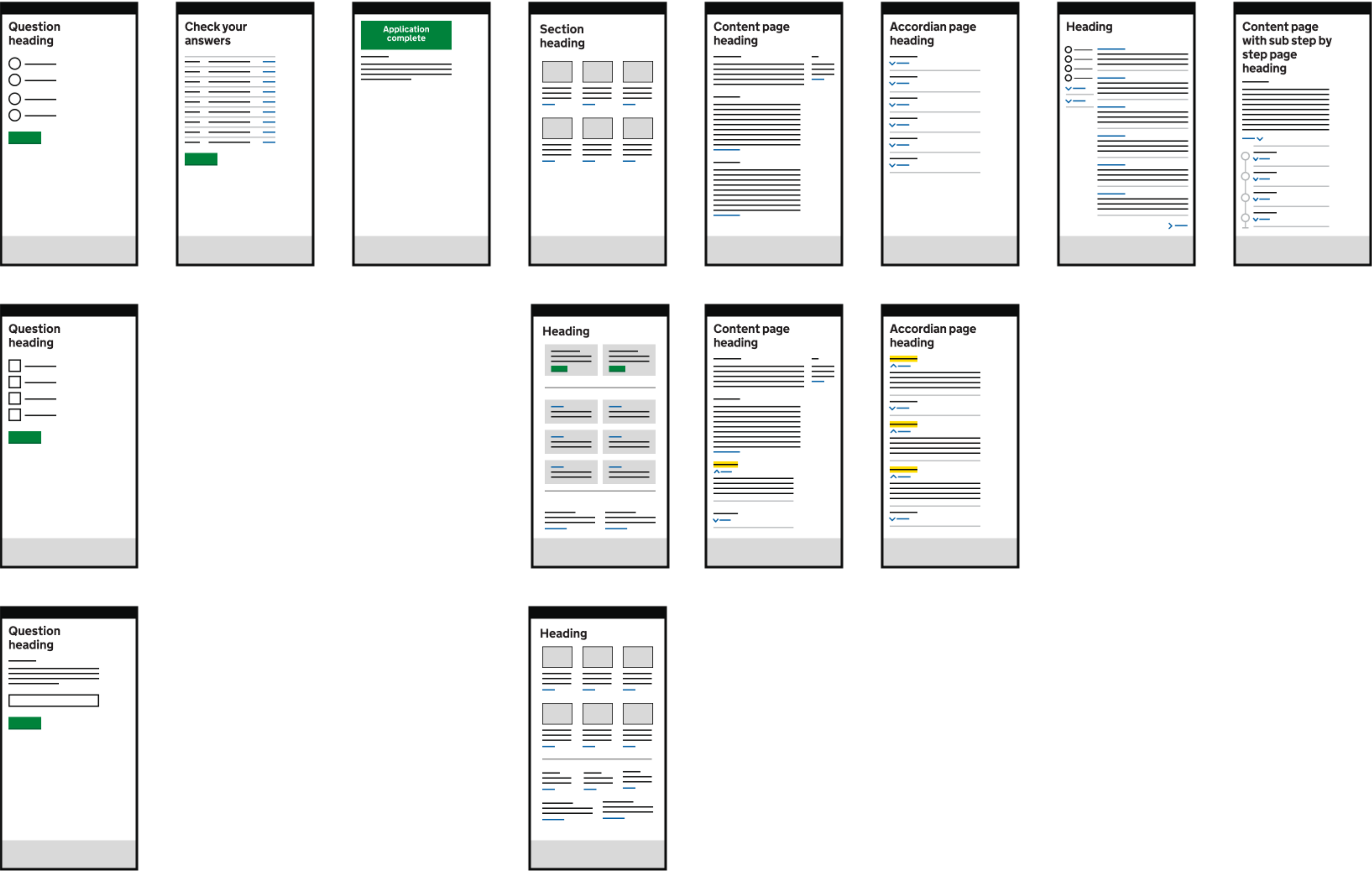
Dfe do don't

Guidance for managers

Here is some text specifically for managers. When the social worker undertakes this course
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- apples
- plums
- pears
- strawberries
- blackberries

Career Development flow components



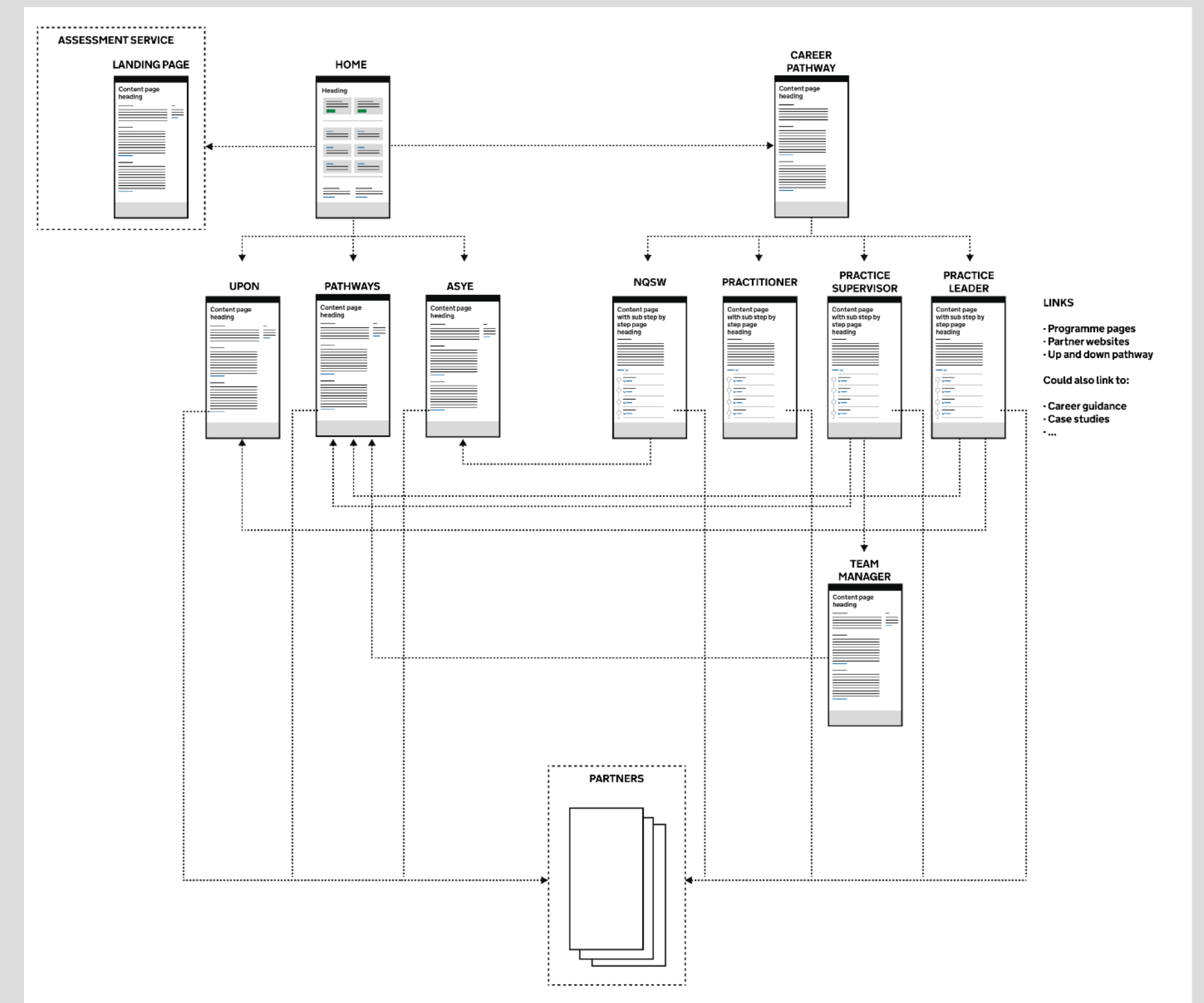
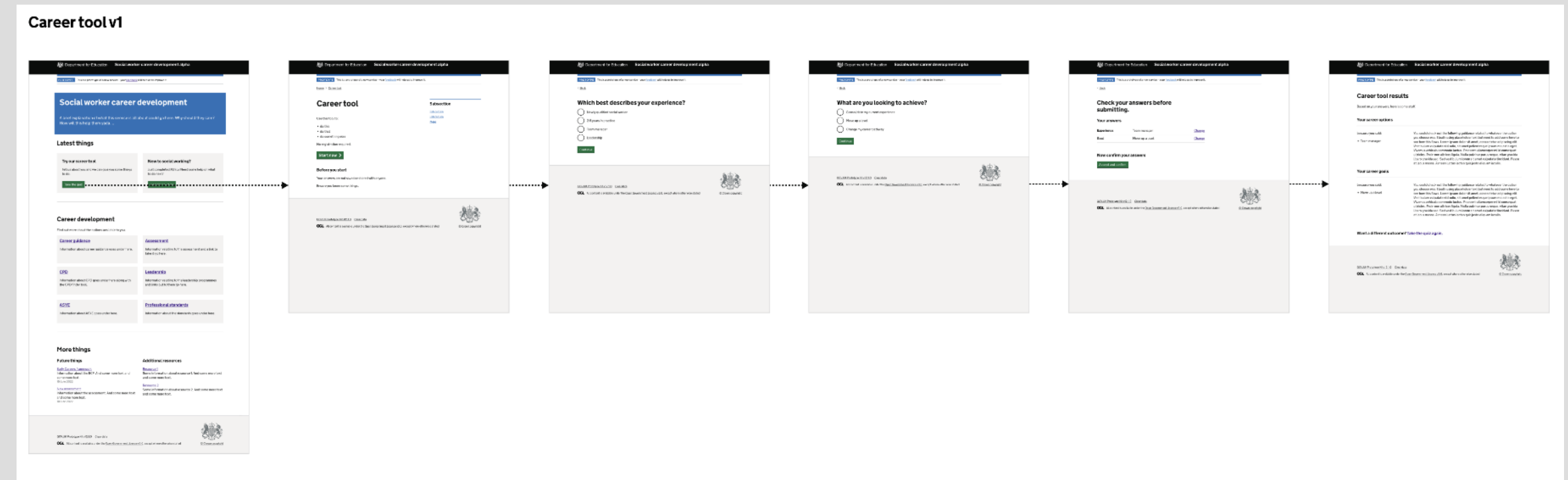
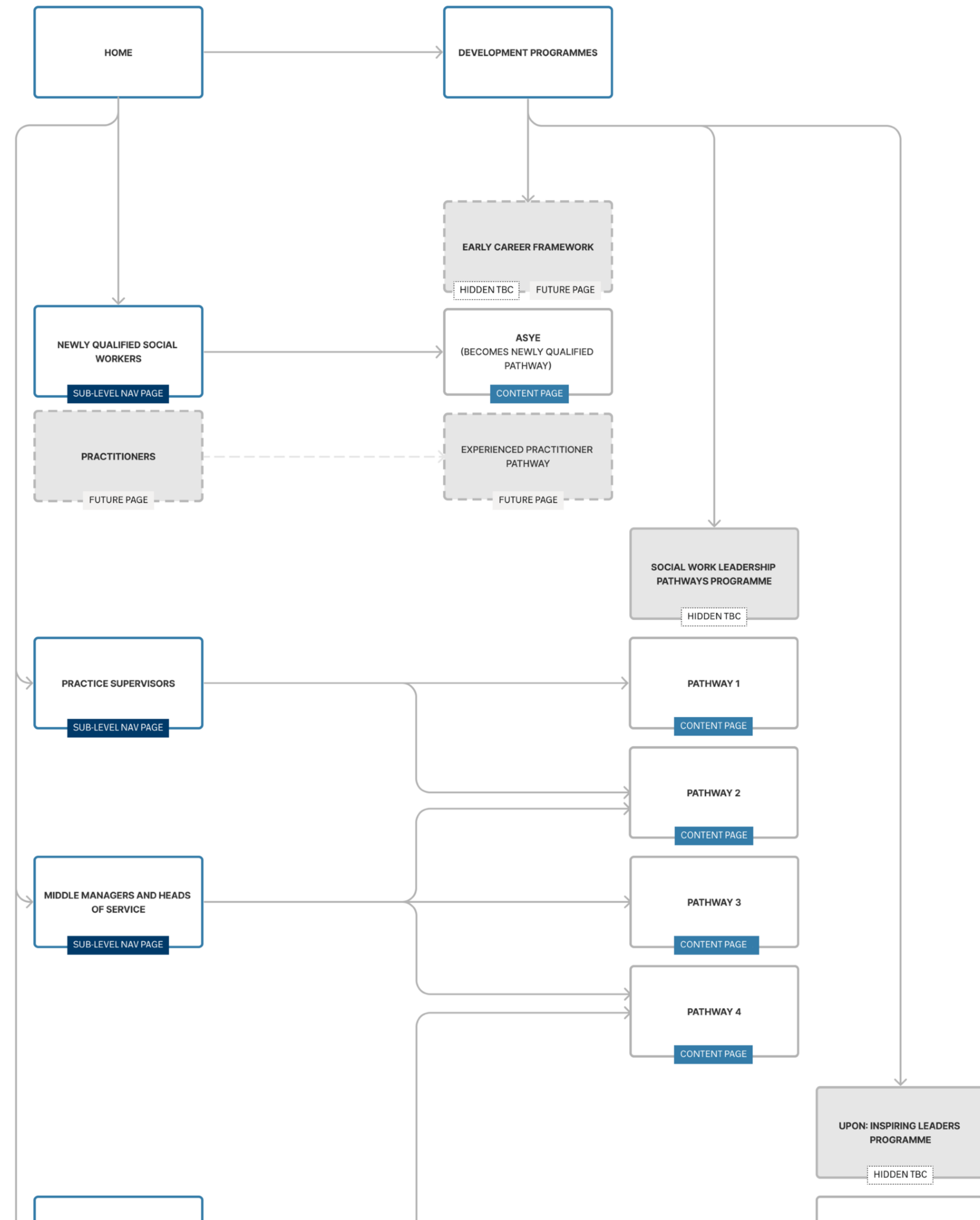
SERVICE DESIGN

I also designed our own set of flow components - based on the gov flow designs.

I made these available in Figma and Lucid, which enabled team members to play around with ideas.

We used these to document user flows through the service.

THE END TO END JOURNEY



Develop your career in child and family social work design history > Alpha phase > Iterating the core website v3

Iterating the core website v3

- CORE WEBSITE
- CAREER PROGRESSION
- DEVELOPMENT PROGRAMMES

When

Sprint: Sprint 6 and 7
When: 19 - 23 July 2022 / 25 - 30 July 2022
Posted by: Jonathan Porton

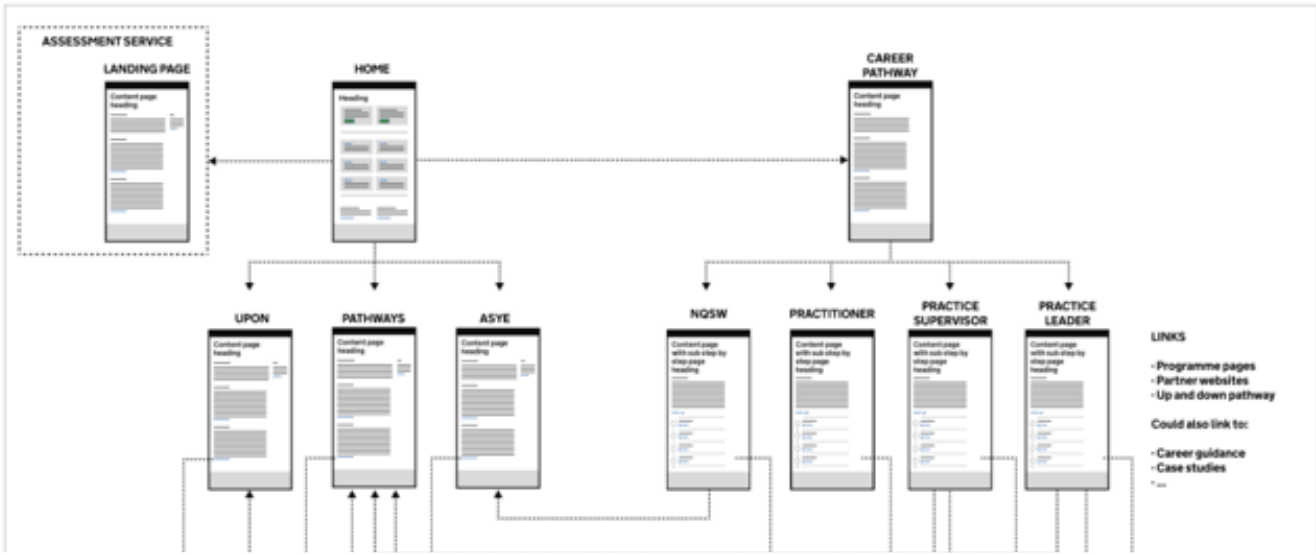
Overview / user needs

We iterated the core website. At this point, users had not seen the homepage so we kept the content the same - except the Upon title, which was changed on the request of the business. We need to integrate the career progression concept into the website and that was the main driver for this version.

Design thinking

Integrating the career pathway

Integrating the pathway was not as simple as adding a link to the homepage. It needed to be fully integrated to cover all possible user journeys. The final structure is shown here:



Related links

- [Designing the core website v1 \(alpha\)](#)
- [Iterating the core website v2 \(alpha\)](#)
- [Iterating the core website v4 \(beta\)](#)
- [Iterating the core website v5 \(beta\)](#)
- [Iterating the core website v6 \(beta\)](#)
- [Iterating the core website v7 \(beta\)](#)
- [Iterating the core website v8 \(beta\)](#)

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Develop your career in child and family social work

Latest prototype (sprint 9)

Start now >

- [Alternate structure v3 \(in design\)](#)
Alternate career stage groups
- [Supporting pages](#)
Privacy, cookies, 404 pages...

▼ [Beta](#)

Sprints

Sprint 7 and 8
19 December 2022 - 13 January 2023

- [Core website v8](#)
(Tested in UR round 6)
- [Alternate structure v2](#)
(Tested in UR round 6)

Sprint 6
05 December - 16 December 2022

- [Core website v7](#)
(Tested in UR round 5)
- [Alternate structure](#)
(Tested in UR round 5)

Sprint 5
21 November - 02 December 2022

- [Core website v6](#)
(Tested in UR round 4)

Sprint 3 and 4
24 October - 18 November 2022

- [Core website v5](#)

PROJECT

MINISTRY OF JUSTICE HMPPS

When prisoners are released on license whilst serving their sentence, this is managed by the Public Protection Casework section and Parole Board. The goal of the project was replace the existing legacy system with a new service, built to the gov service standards.

SERVICES

Interaction design

TOOLS

Gov prototyping kit
Gov design history kit
Figma



INTERACTION DESIGN

Building upon the work of the previous IxD, I built new journeys, designed new components and led design thinking. Due to the nature of the project I cannot share actual screens here. Instead these are some of the components I created.

To do (183)

In progress (185)

Completed (415)

Awaiting authorisation (4)

Awaiting authorisation

Name▲	xxxxxx due▲	xxxxxxxx end date	Assigned to↕	Action
Person 1 123456A	18 April 2022 Due in 3 weeks	23 July 2022		Start xxxxxx View xxxxx
Person 2 987654A	29 April 2022 Due in 5 weeks	27 July 2022	Internal 1	Start xxxxxx View xxxxx
Person 3 123456A	12 May 2022	9 October 2022	Internal 2	Continue xxxxxx View xxxxx
Person 4 987654B	15 May 2022	12 October 2022	Internal 1	Start xxxxxx View xxxxx

HMPPS

Service name

BETA

This is a new service – your [feedback](#) will help us to improve it.

xxxxxx

Find a person

< Back

Use a caption when asking a series of related questions

Question goes here and when quite long can stretch over multiple lines

We can add additional guidance or clarification as required.

☐

Person 1

☐

Other name

Continue

OGL

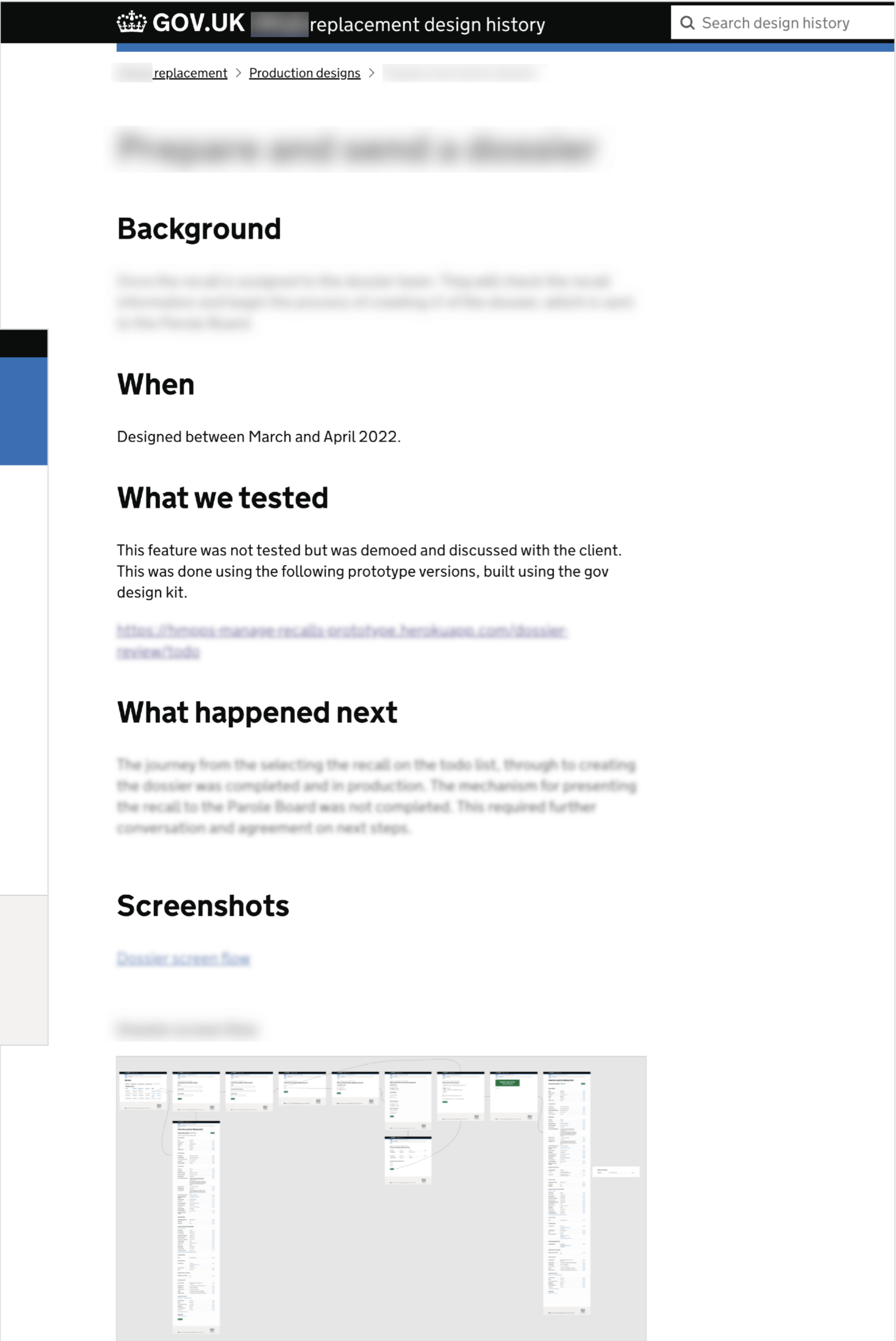
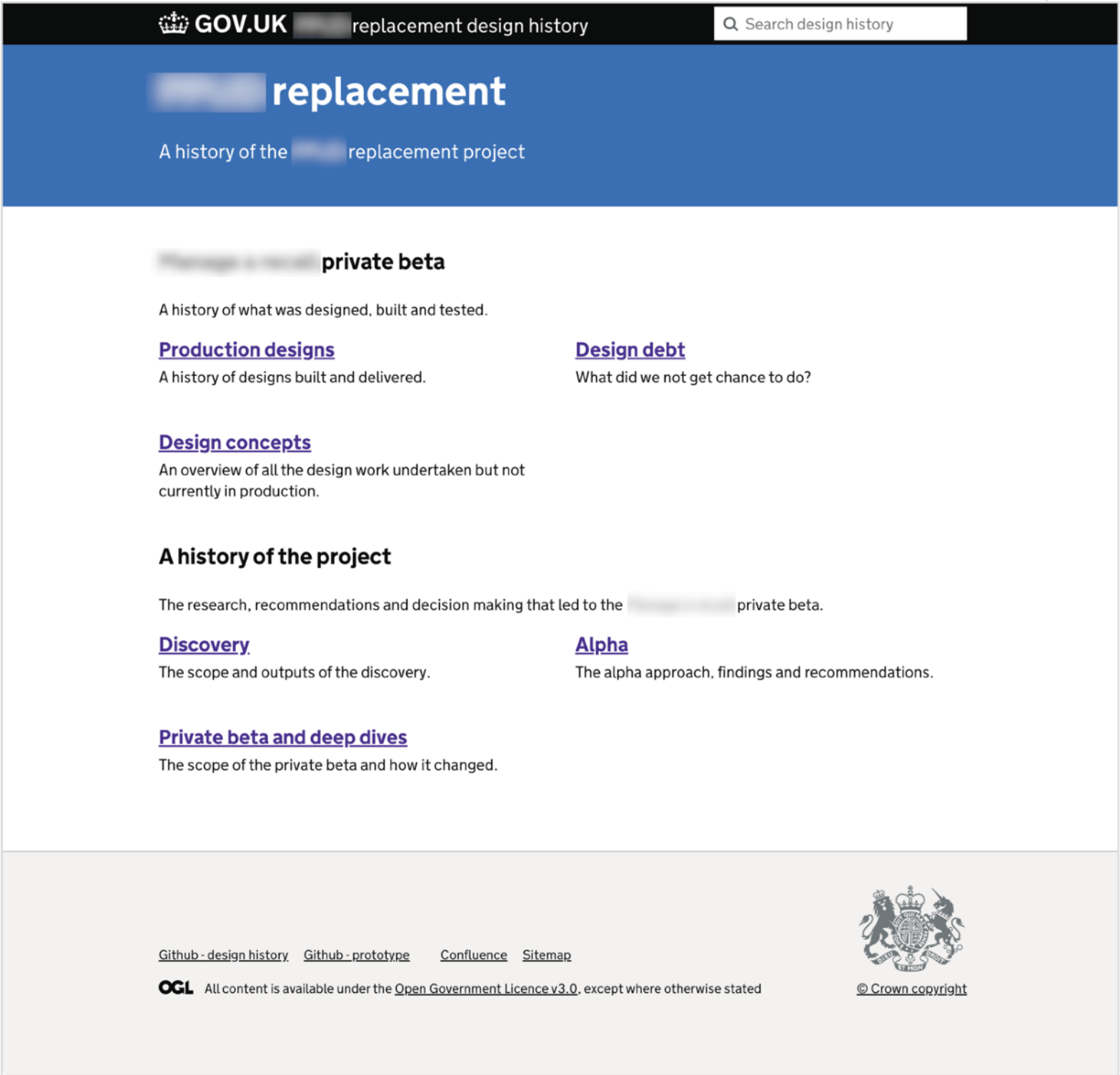
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DESIGN HISTORY

To make design decisions more transparent across the teams and support the client with future service assessments, I built a design history. Rather than limit ourselves to a list of posts, I based ours on the ‘DfE - become a teacher’ design history, with sections to better support the narrative.



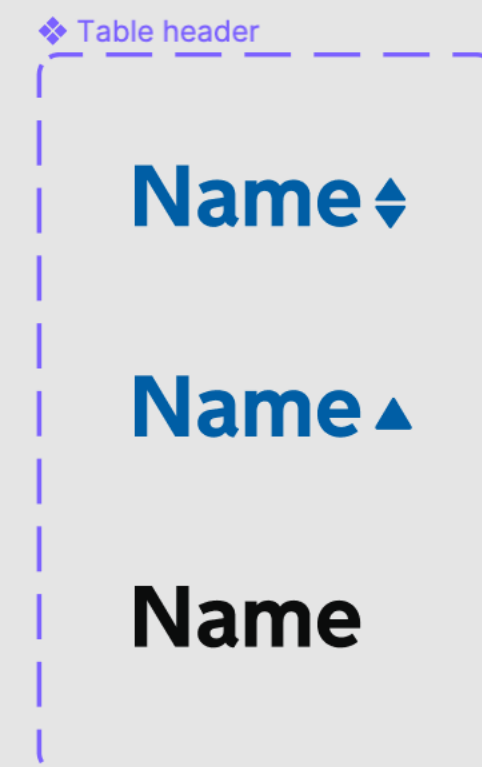
INTERACTION DESIGN

One of the challenges was getting ahead of the developers. I identified the need to speed up the design process and worked with the content designer, front-end dev and delivery lead to agree new ways of working.

I wanted to show concepts and allow for collaborative design. To support this, I introduced Figma to the team and designed a basic set of components and templates.

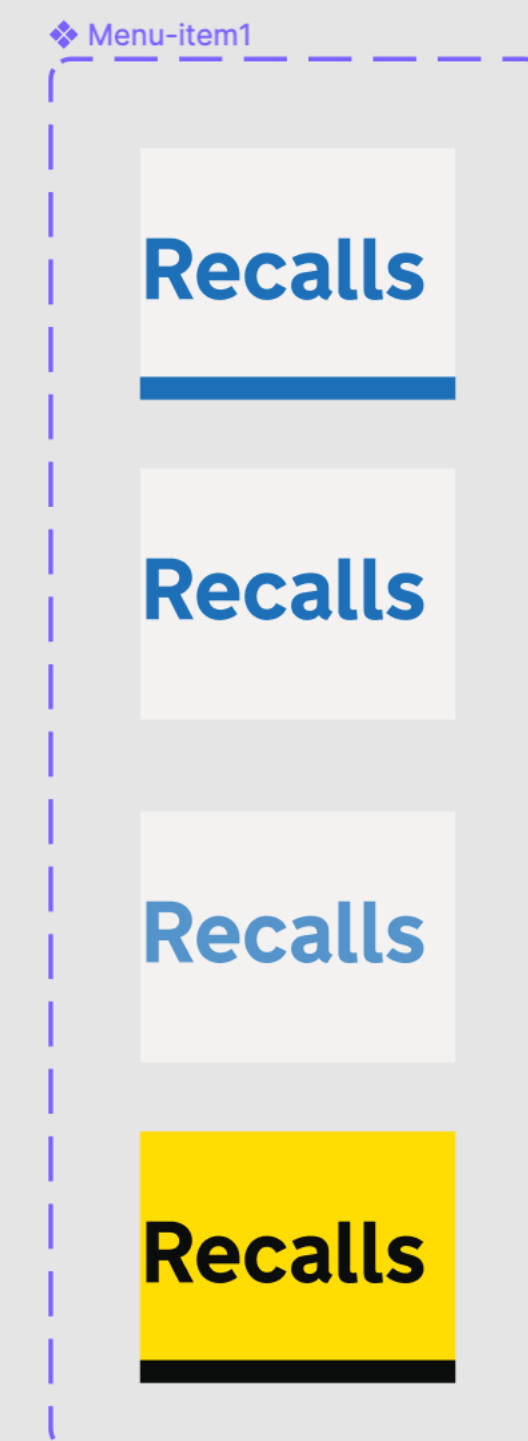
This is based on the MOJ sortable table component:

<https://design-patterns.service.justice.gov.uk/components/sortable-table/>



This is based on the MOJ Primary navigation component:

<https://design-patterns.service.justice.gov.uk/components/primary-navigation/>



PROJECT

WELSH GOVERNMENT EMPLOYERS FUNDING DISCOVERY

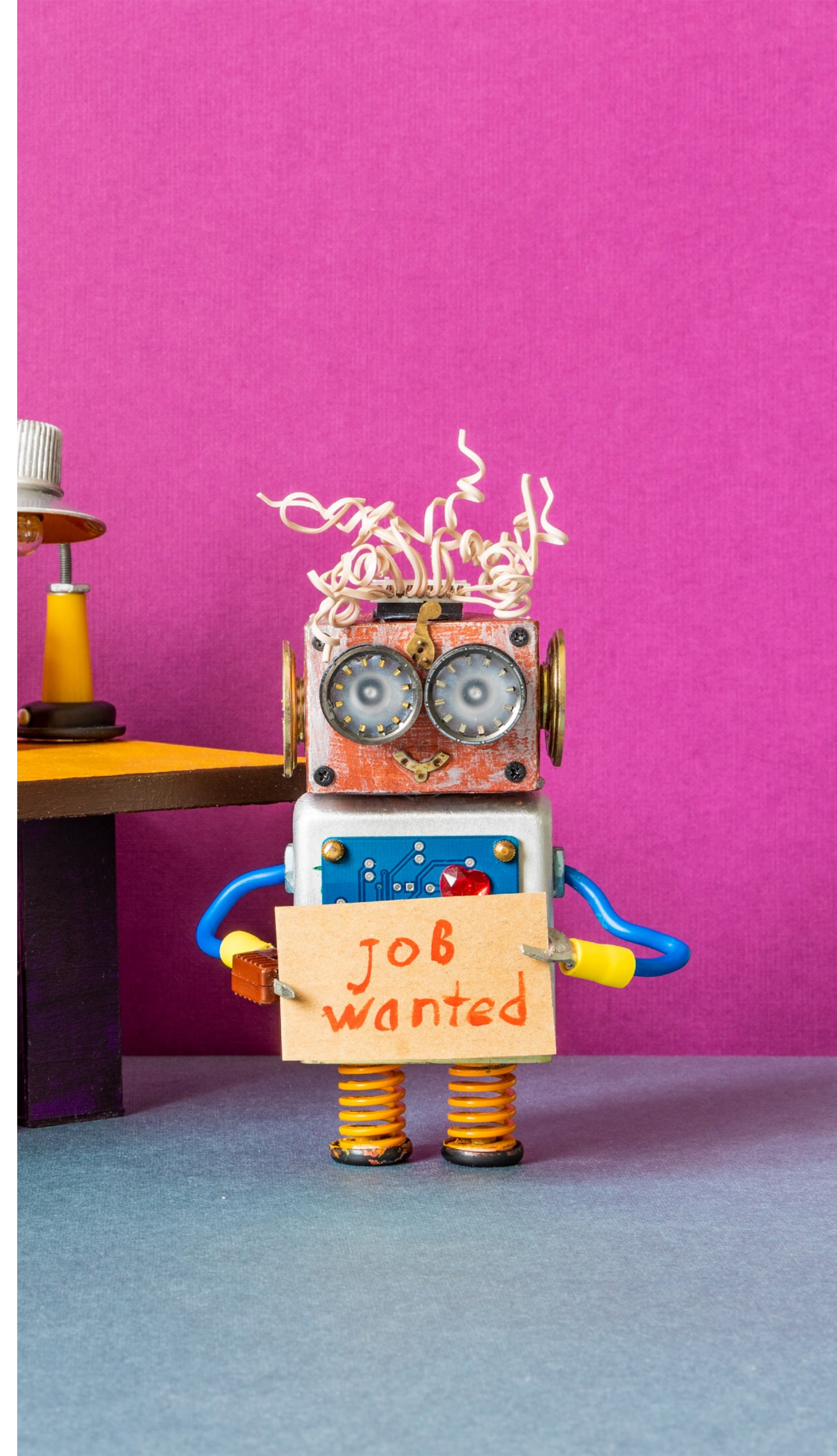
Employers in Wales can apply for funding to support the recruitment of unemployed candidates. They currently apply through paper or PDF forms that are completed by hand. The purpose of the 8-week discovery was to understand how we could improve the service. After making strategic recommendations back to the client I was asked to stay on and produce design concepts for how a new service might look.

SERVICES

User research
UX design
Information architecture

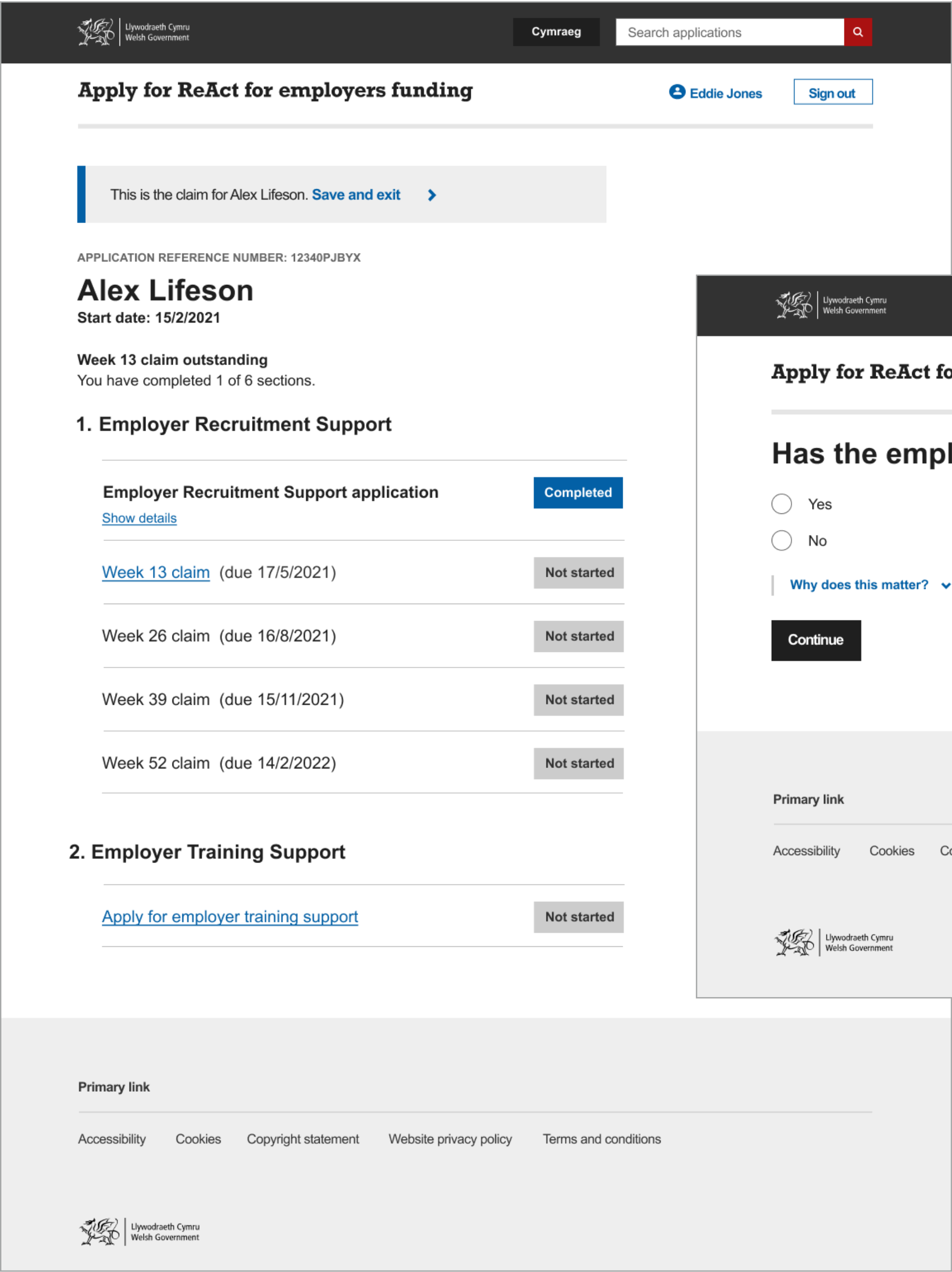
TOOLS

Sketch
Figma



UX DESIGN

In the last week of discovery it was clear that building a digital service using the traditional government service design patterns would best meet the user needs. I created a set of simple Figma wireframes for the developers to take forward in the next phase.



PROJECT

THE PENSIONS REGULATOR CODES OF PRACTICE DISCOVERY

The Pensions Regulator were undertaking a public consultation to review their existing codes of practice. To support this, I conducted a 6-week discovery to develop a better understanding of the users and their needs for accessing the code and supporting content.

SERVICES

User research
UX design
Information architecture

TOOLS

Figma
GOV.UK design system

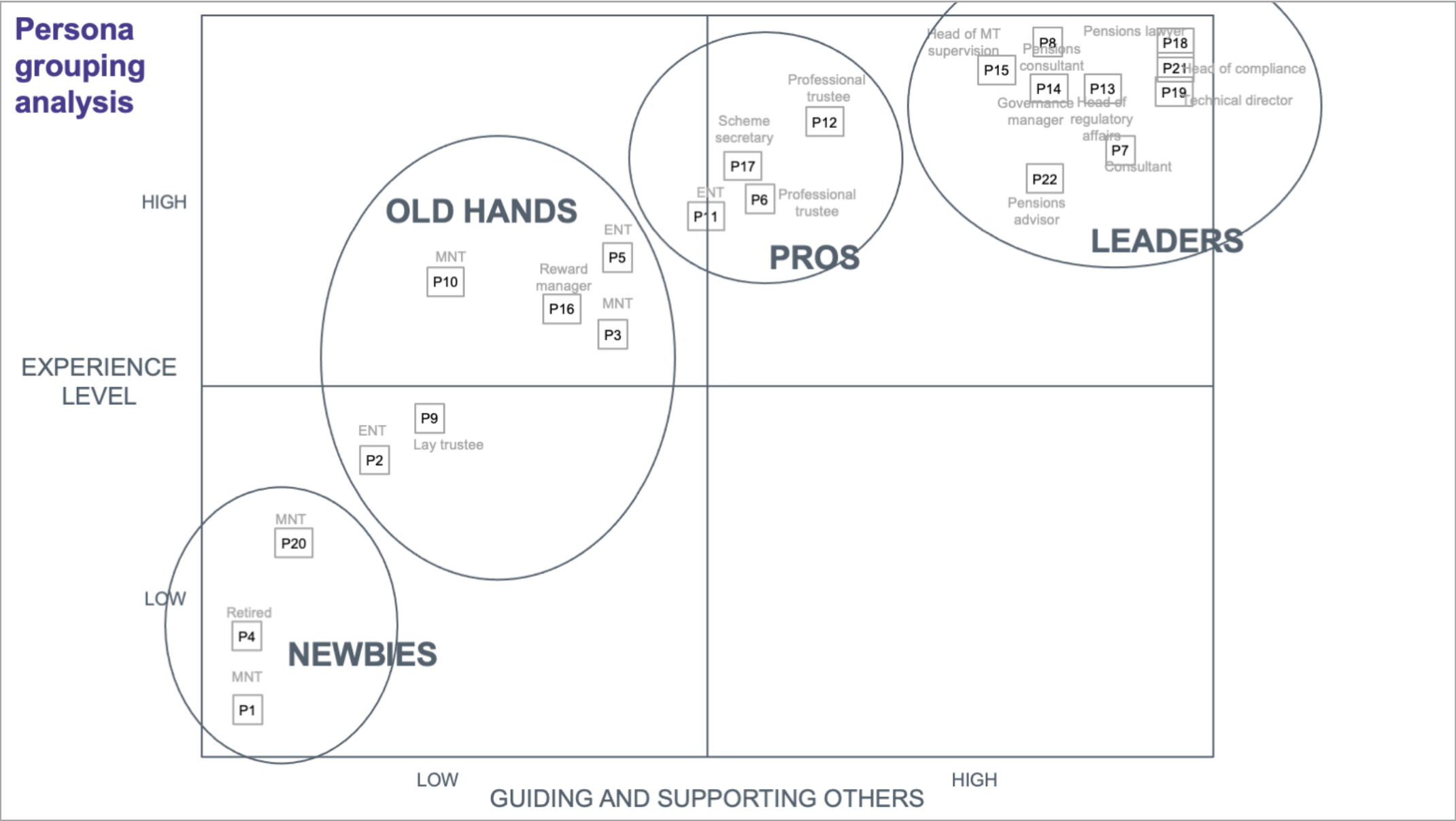


PERSONAS

I recruited users through a simple survey. Multiple Correspondence Analysis. then formed the basis of the initial persona groups.

This analysis was then validated and expanded through user interviews.

Simplified analysis was then presented back to internal stakeholders.



Persona groups	NEWBIES	OLD HANDS	PROS	LEADERS
	I've just started out and need someone to tell me what to do	I've been doing it a while and able to help guide newbies	I'm very experienced but still rely on experts for certain matters	I'm an expert in a particular subject and/or wide knowledge. I guide others on a regular basis
Goals	<ul style="list-style-type: none">Undertake trainingUnderstand their role and responsibilitiesGet answers to specific questionsKnow what to do next	<ul style="list-style-type: none">Understand responsibilities and obligationsGet answers to specific questionsShare TPR content with newbiesHelp newbies on my scheme	<ul style="list-style-type: none">Understand responsibilities and obligationsGuide and educate newbies and old hands with factual informationKnow enough to challenge experts and make decisions	<ul style="list-style-type: none">Ensure complianceUnderstand guidance either in a specific specialism or more generallyFollow changes to guidance and legislationView previous versions of guidance and legislationTo guide and help othersEducate others
What makes this group different from others?	<ul style="list-style-type: none">They have limited knowledge and are reliant on someone in their scheme support network to guide themMight rely on TPR when support network is limitedThey don't know who TPR are until they sent to the TPR website (or find it themselves)They are often time sensitive and have another full-time role	<ul style="list-style-type: none">They were newbies once but now have a reasonable level of experience and some expertise.They still rely on professionals to guide them as to what they need to doThey do help newbies and show them the ropes	<ul style="list-style-type: none">Pensions are their job. They have a lot of expertise and guide old hands and newbiesThey might need to defer to leaders on certain aspects such as legalThey will use their knowledge to challenge leaders or check they are providing the best service	<ul style="list-style-type: none">Usually either experts in one specialism or across a range of subjectsCan be part of a wider team supporting professionals in the pensions industryCan be quite IT technicalOften lead others and have professionals as part of their team
Typical roles	<ul style="list-style-type: none">Retired and ENTRetired and MNTMNT	<ul style="list-style-type: none">Retired MNTLay trusteeFreelance consultant	<ul style="list-style-type: none">Professional trusteeConsultantScheme secretary	<ul style="list-style-type: none">Pensions lawyersGovernance managerHead of MT supervisionHead of compliance
Other characteristics	<ul style="list-style-type: none">Might have transferable skills to bring to roleGets help from fellow trustees/scheme admins etcOften not aware of TPR to begin with	<ul style="list-style-type: none">Generally knows the terminologyTPR awareMight contact TPR if they have no support network	<ul style="list-style-type: none">Often works with multiple clientsHas excellent knowledge but not an expert on everything and can rely on leadersUnlikely to contact TPR preferring to speak to own support network	<ul style="list-style-type: none">Often works directly with TPR teamsUses tools such as Perspective

Findings: Finding and navigating



- + Experienced users find the document library easy to navigate.
- Newbies really struggle
- + They also appreciate the links to guidance from the Codes
- + They generally like the codes: "I love code 1 as it is so helpful"
- Search is mostly unusable
- + Codes numbering is useful

Search results for

chair statement guide



614 results found

[Schemes warned to comply with law on chair's statements](#)

Trustees must produce a chair's statement which is compliant with the law, The Pensions Regulator (TPR) has warned after fines against two schemes wer ...

<https://www.thepensionsregulator.gov.uk/en/media-hub/press-releases/schemes-warned-to-comply-with-law-on-chairs-statements>



"When you can't find content on the website people think it's been removed...which it hasn't always"

"I don't use it (the document library). I hate that library and I cannot find anything"

"It's easy to find what you need in terms of general knowledge"

"I don't like the areas such as trustee, you're deciding what I'm going to read and I want to decide"

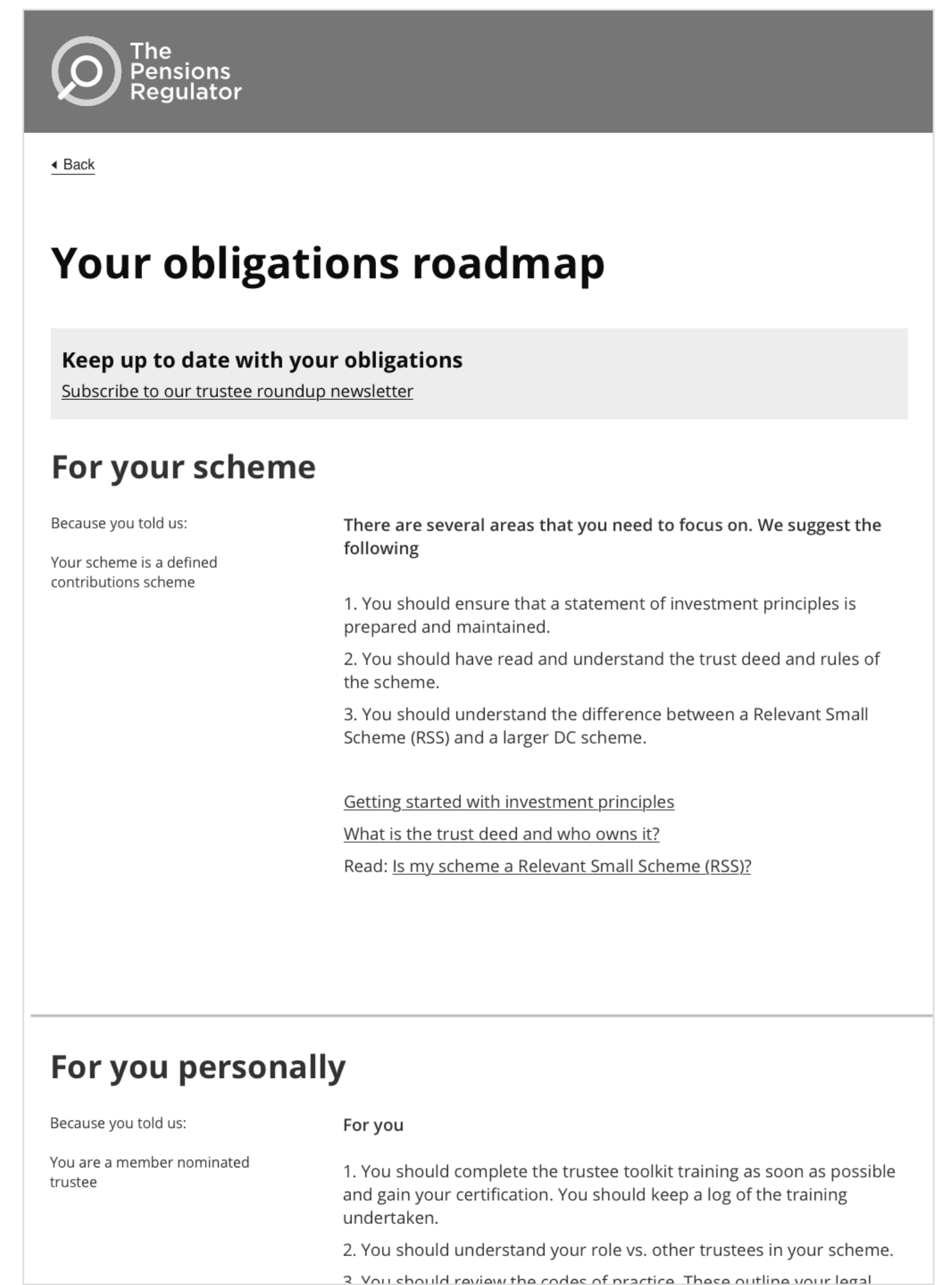
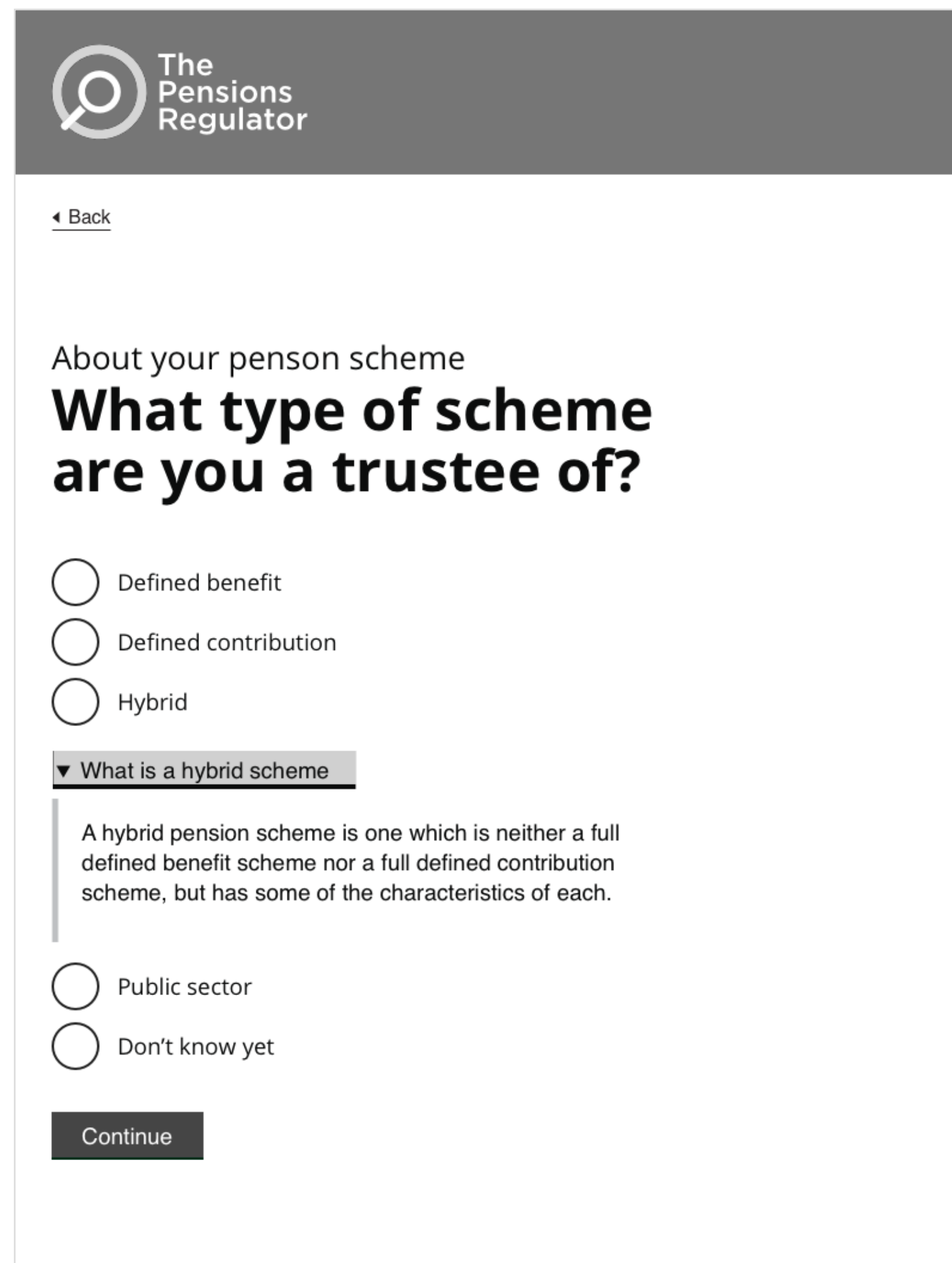
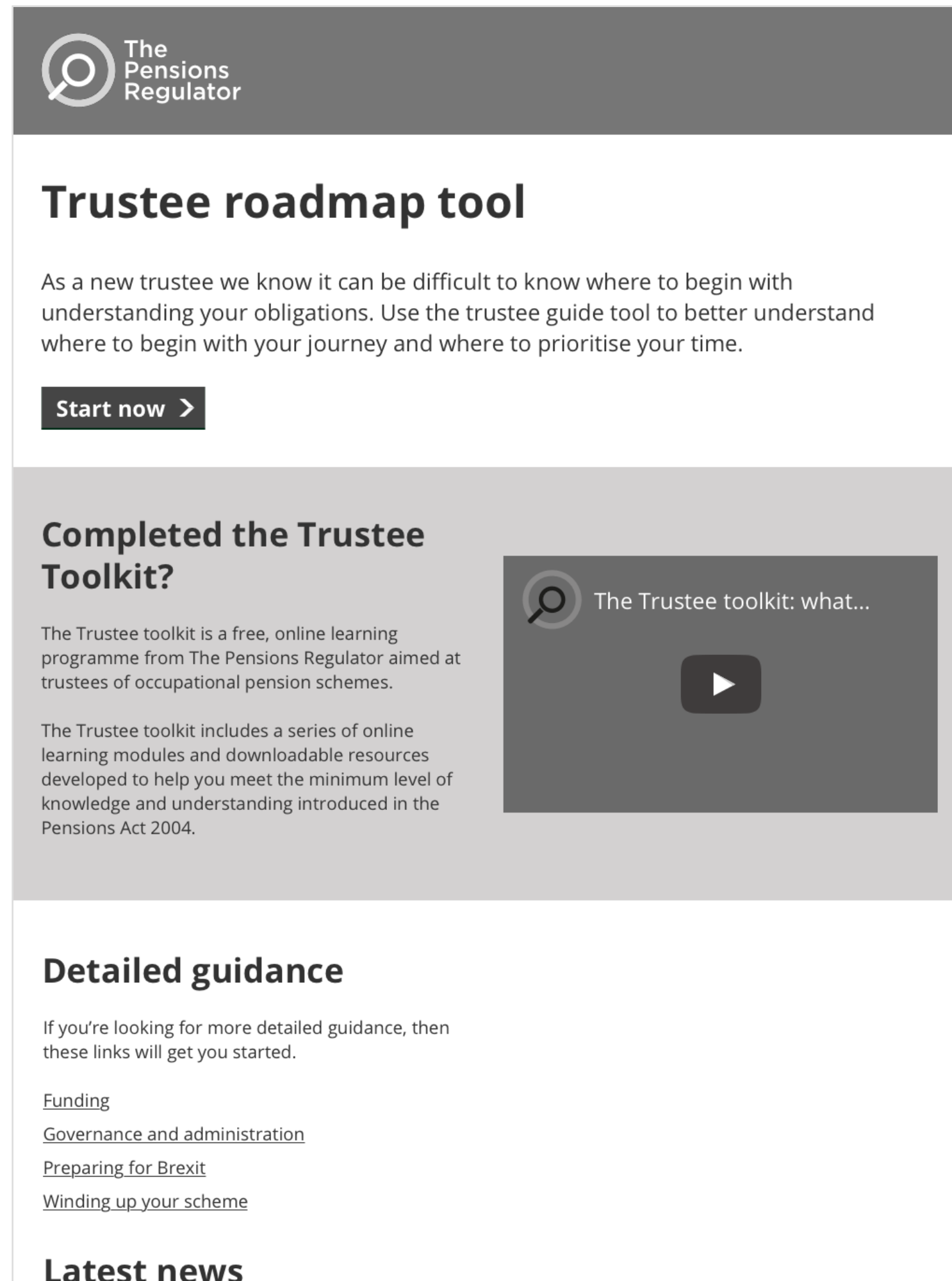
All persona types	Newbies	Old Hands	Pros	Leaders
<div>As a Website User I want an effective search facility so that I can easily find what I am looking for</div> <div>As a Website User I want a simple to use navigation so that I can easily find what I'm looking for</div> <div>As a Website User I want to be able to filter the search results I receive so that I can easily find what I am looking for</div> <div>As a Website User I want an updates to be clearly displayed on the website so that I can see what is new</div> <div>+ Add a card</div>	<div>As a Newbie I want to know where to begin so that I don't get overwhelmed</div> <div>As a Newbie I want a prioritised list of actions so that I am clear in what I need to do</div> <div>As a Newbie I want content written for my knowledge level so that I can easily understand what is required from me</div> <div>As a Newbie I want to be presented with only the information relevant to me so that I do not have navigate through irrelevant content</div> <div>+ Add a card</div>	<div>As an Old Hand I want to refresh my pensions learning so that my knowledge and skills are up to date and I can perform my role effectively</div> <div>As a Old Hand I want to be informed of the latest legislation so that I can ensure my advisors are giving me the right guidance</div> <div>+ Add a card</div>	<div>As a Pro I want to choose what subjects I'm told about so that I only get what's relevant to me</div> <div>As a Pro I want to know about changes to the content so that I can check if they affect me</div> <div>As a Pro I want to know what has specifically changed in the content so that I can check how it affects me</div> <div>As a Pro I want to refer to previous TPR guidance so that I can check whether I met TPR's expectations at that point in time</div> <div>As a Pro I want to understand which pension rules apply to my scheme so that I only have to consider what is relevant</div> <div>As a Pro I want to distinguish between legal requirements and good practice so that I know what to prioritise</div> <div>As a Pro I want to choose what updates I receive and how I receive them so I can be aware of changes to content</div>	<div>As a Leader I want to share updates about TPR content changes with others I want to know everything that has changed in the content so that I am confident I haven't missed anything</div> <div>As a Leader I want suitable content to share so that they can understand what to do</div> <div>As a Leader I want to choose what subjects I'm told about so that I only get what's relevant to me</div> <div>As a Leader I want to choose what updates I receive and how I receive them so I can be aware of changes to content</div> <div>+ Add a card</div>

USER RESEARCH

Research from over 30 interviews across a 10-day period identified a wider issue with the website architecture and highlighted that content failed to meet the needs of newer pension trustees and pension ‘experts’ trying to support those roles.

UX DESIGN

One of the key findings through discovery was that all but the most experienced users struggled to identify what was expected of them as a trustee. I created a click-through prototype and then built an in-browser version with the GOV.UK design system.



PROJECT

THE PENSIONS REGULATOR SCHEME RETURN DISCOVERY/ALPHA

The Pensions Regulator govern all UK pension schemes. To support this, those responsible for managing the schemes must submit information relating to the scheme on a yearly basis. The existing service was being replaced as part of a technology transformation project. My remit was to plan and conduct a UX discovery and represent the organisation at the government service assessment.

SERVICES

User research
Usability testing
Information architecture
Service design
Education



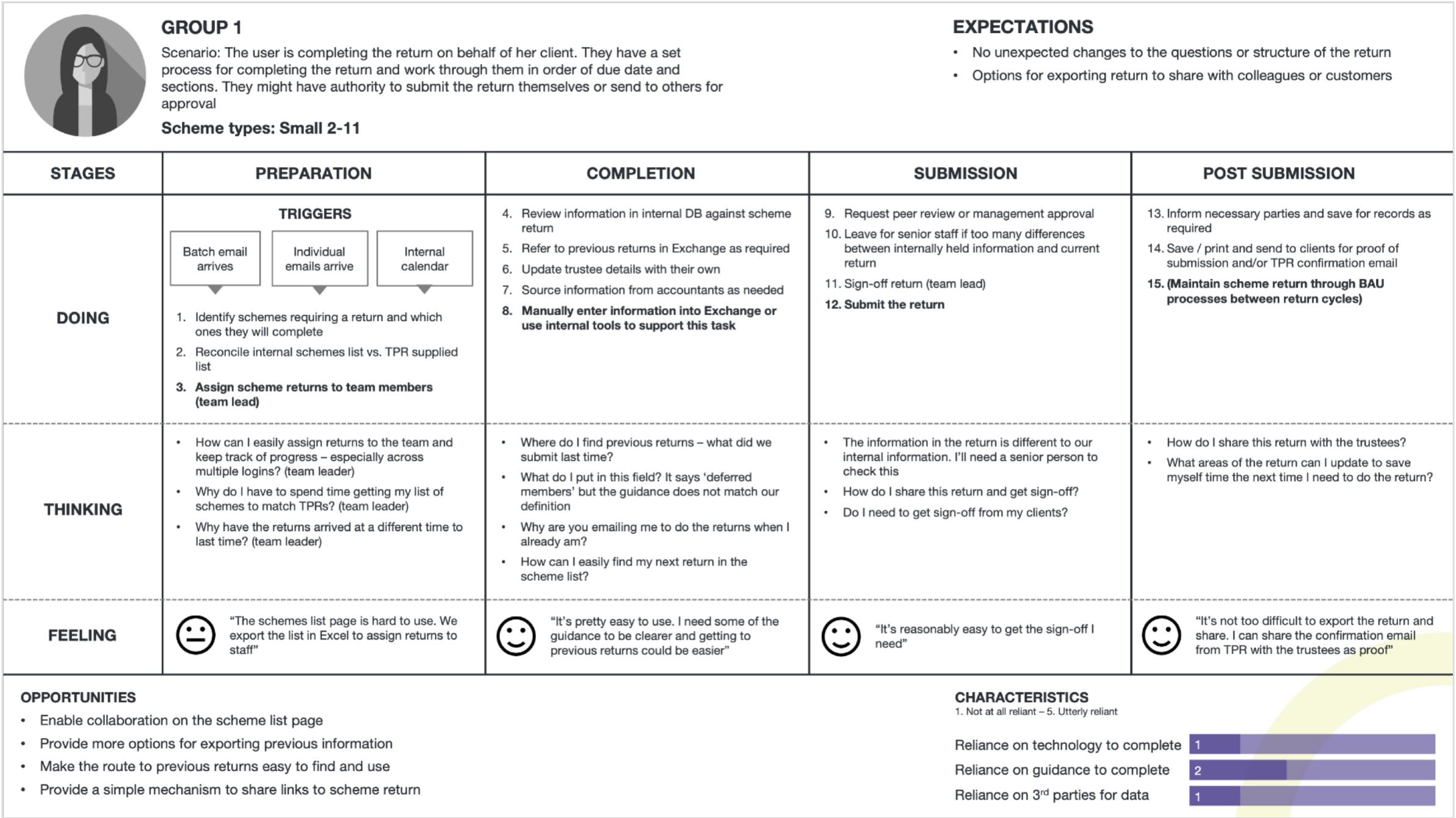
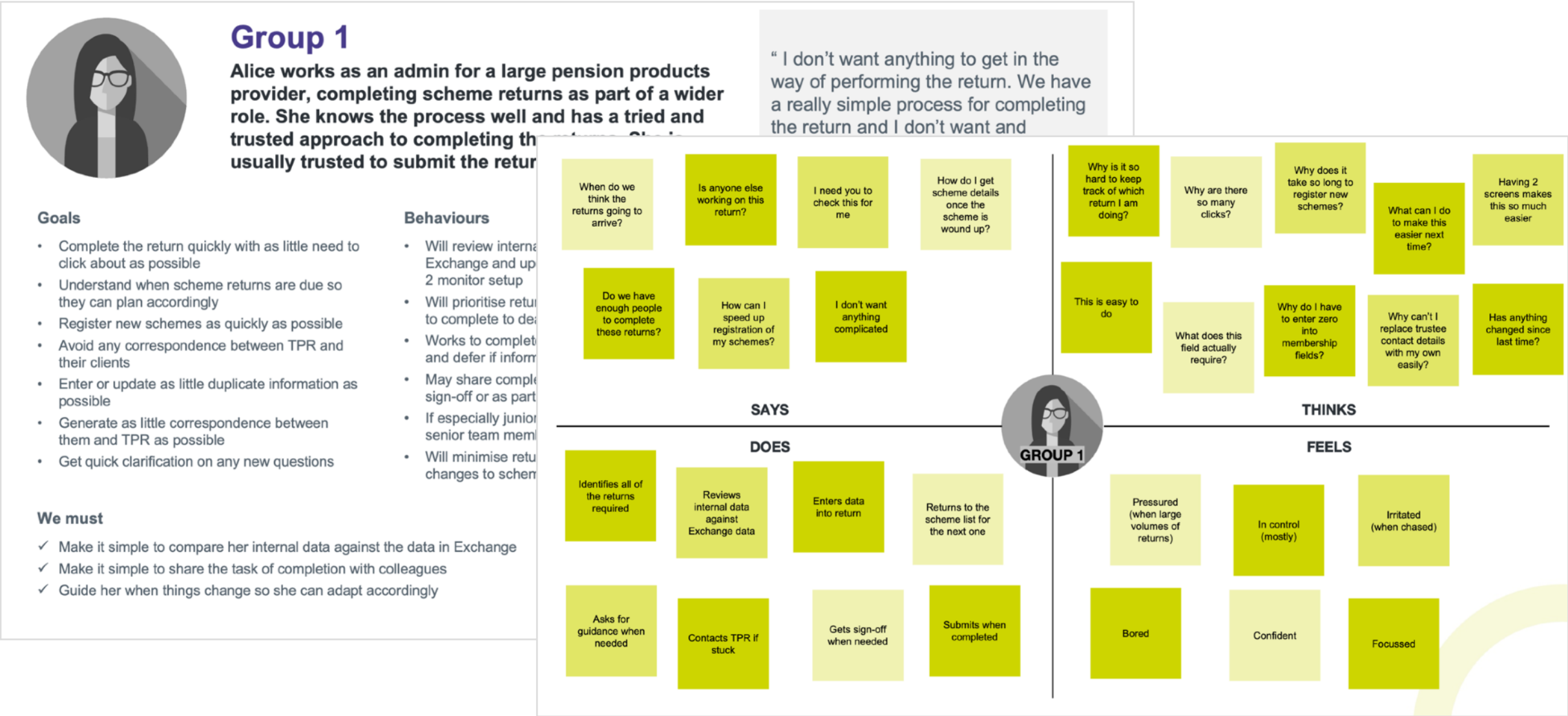
USER RESEARCH AND PERSONAS

The business had existing personas which were very generic and marketing orientated.

To meet the service standard, we needed to develop a deep understanding of the users.

I conducted contextual interviews and remote sessions along with diary studies to help paint a fuller picture.

As a result I was able to design personas and present, alongside empathy maps and journeys for all of the persona types.




USABILITY TESTING

I conducted usability testing of several Azure and in browser prototypes. To supplement this, I ran moderated and unmoderated remote sessions.

Usability testing report

Online portals scheme return (RSS)



The Pensions Regulator
Making workplace pensions work

Date:

12th March 2020

Location:

Napier House, Brighton

Audience:

Internal users

Facilitators

Jonathan Porton – user researcher

Jodi Bennett – interaction designer

Executive Summary

The purpose of the session was to test a prototype of a potential new Relevant Small Scheme (RSS) scheme return. The session aims were:

- Quickly identify usability issues with the prototyped approach in the absence of sufficient volumes of external users
- Pilot an approach to usability testing with an internal audience before taking out to real users

This report outlines the results of the testing and recommendations for changes to resolve the issues identified.

Task success rates

28

Task successes

11

Partial task successes

3

Task failures

78%

Overall success rate for tasks



Usability testing report



The Pensions Regulator
Making workplace pensions work

Issues and actions

Issue 1: Confusion over date and membership fields on scheme status and membership page

HIGH

Action:

Clearer definitions for date fields and membership categories. Make it clearer that there are 2 separate sections on this page

Evidence:

0 participants completed the task successfully

Issue 2: Not clear how to start the return

HIGH

Action:

Need a clear call to action on the welcome page. Need to rethink the wording 'current scheme'

Evidence:

3 participants clicked on the 'View current and previous scheme returns' believing 'current' referred to this return

Issue 3: Finding previous returns

HIGH

Action:

Ensure link is not lost on welcome page when 'Start' button added as primary call to action. Provide a persistent link throughout UI for ease of access

Evidence:

3 participants clicked link in error whilst attempting to start the return

Issue 4: Membership fields produce validation error

MEDIUM

Either make it clear that all fields are mandatory, offer guidance that it is a

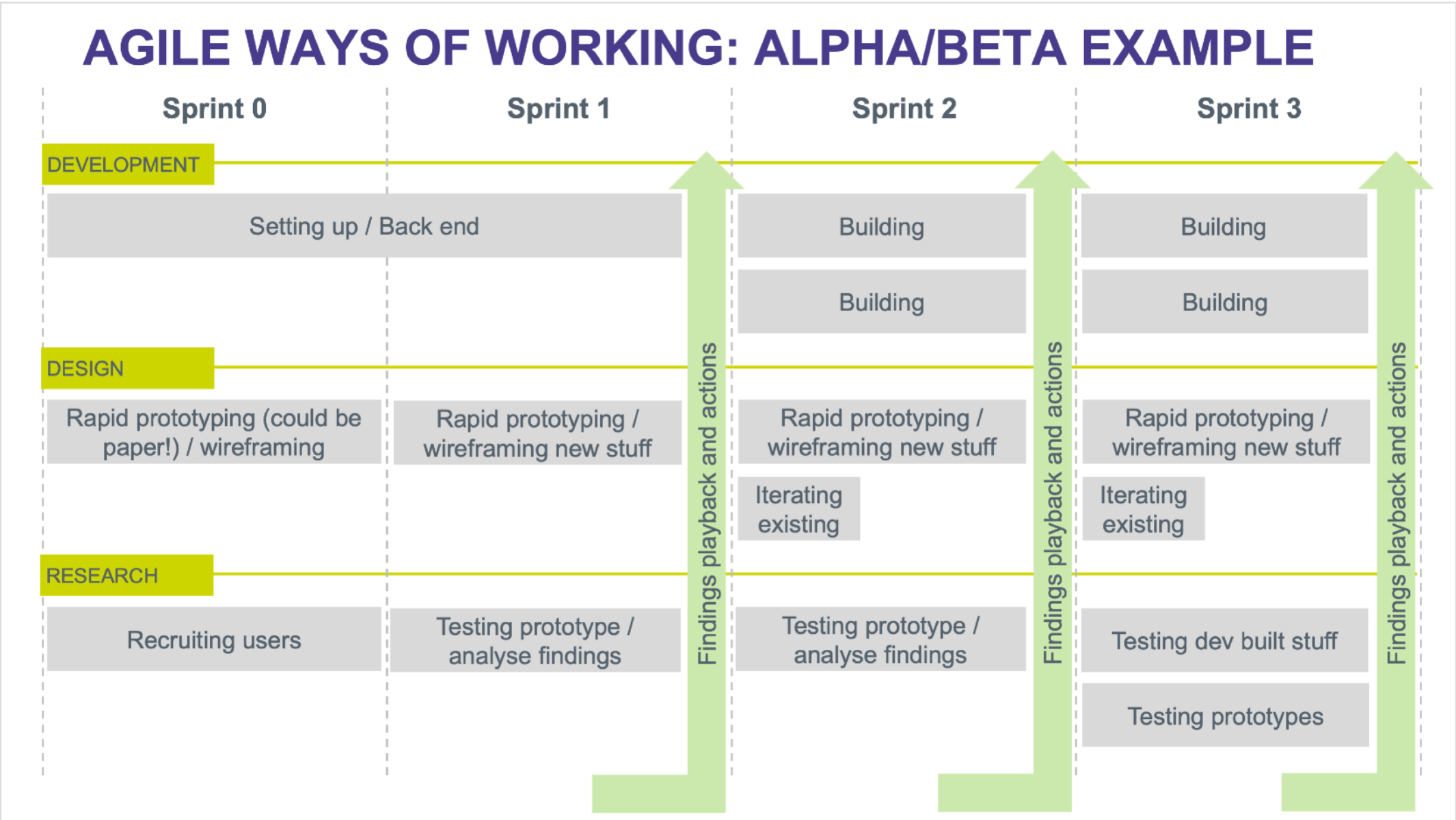
MEETING THE SERVICE STANDARD

The project was extremely challenging as the organisation had no prior experience of user-centred design or agile. The organisation was required to meet the government service standard for any new projects.

To support this, I wrote several UX strategy papers as well as running learning sessions and drop in events to show how to meet the service standard.



USER RESEARCH AND THE GOVERNMENT SERVICE STANDARD



PROJECT

GOVERNMENT STATISTICAL SERVICE DATA DISCOVERY

I worked on an extended discovery to better understand how users interact with UK statistical data across the entire landscape of statistics services. The goal was to perform large scale research across the country before the team could then focus down on specific areas of data, such as trade and industry and employment.

SERVICES

User research
UX design
Usability testing
Information architecture

TOOLS

Sketch
Adobe XD
Invision
Justinmind



PERSONA SEGMENTS

We decided early on that we would not create traditional personas due to the size of the potential user base. It felt safer to create some basic user segments which we could challenge and refine through all of the project phases.

I decided to create a consistent set of Likert scales and research questions which we would use across all research activities.

MEASUREMENTS - LIKERT SCALES

Comfort with statistics 5. Completely comfortable 4. Very comfortable 3. Somewhat comfortable 2. Not very comfortable 1. Not at all comfortable	Reliance on data 5. Utterly reliant 4. Very reliant 3. Somewhat reliant 2. Not very reliant 1. Not at all reliant	Time pressures 5. Utterly pressured 4. Very pressured 3. Somewhat pressured 2. Not very pressured 1. Not at all pressured
Technical ability 5. Expert (recognized authority) 4. Advanced (applied theory) 3. Intermediate (practical application) 2. Novice (limited experience) 1. Fundamental Awareness (basic knowledge)	Frequency of use 5. Daily 4. Weekly 3. Monthly 2. Quarterly 1. Less frequently	Confidence in quality of data 5. Extremely confident 4. Very confident 3. Somewhat confident 2. Not very confident 1. Not at all confident

WE ASKED...

How comfortable are you with using data? This describes how comfortable the customer is with statistics in terms of understanding them and performing their own analysis around them. <i>A customer using input/output tables as a core part of their role might appear completely comfortable but exhibit discomfort if called upon to use unfamiliar statistics such as population estimates.</i>	How reliant are you on the data? How reliant is the customer on the data they use? Can they perform their role without it? <i>An economist who must perform GDP analysis when the data is released might be utterly reliant. A marketing manager using statistics to create a business case might be less so.</i>	How time pressured do you feel when using the data? This focuses on the time pressures faced by the customer. Are they working to strict deadlines? Do they have time to explore the data and try different approaches? <i>A PhD student using Python queries to interrogate the data might have less pressure than a policy analyst given two days a month to produce a report for an MP.</i>
What is their technical ability* This describes how technically competent the customer is. <i>Some customers might have an aptitude to quickly grasp new technologies (Uses Excel pivot tables but decides to try R) whilst others a good technical understand in one area (Excel). Others might only be able to perform basic tasks, but be lost outside the confines of the tool they use).</i>	How often do you access data? How often does a customer access data? Does frequent of access have any bearing on their needs? <i>A customer might be limited by the frequency of data releases. What do they do if their data is released once a quarter. Do they use just that data or supplement with complementary data or alternatives?</i>	How confident are you in the quality of data? How confident are the participants in the quality of the data they are using? <i>A customer might have complete confidence in data that carries a national statistic logo but less confident in data presented by a 3rd party tool. We gathered qualitative data to support this measurement.</i>

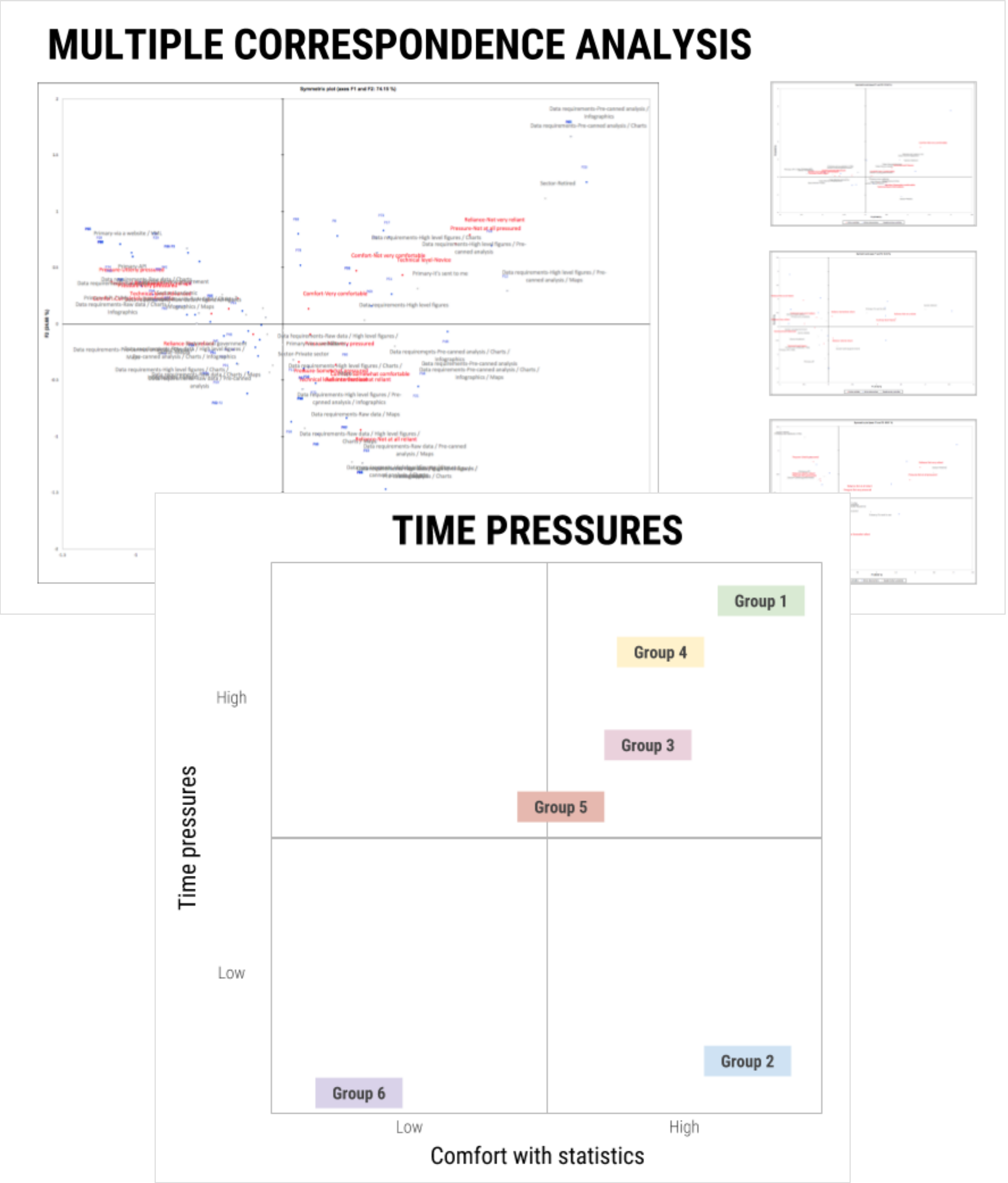
*How they rated themselves alongside our rating of them

PERSONA SEGMENTS

We began by running a simple survey to help recruit users and gather some basic data about them.

I then performed Multiple Correspondence Analysis to form some very lightweight segments, which we could base our user recruitment around.

To avoid bias, we additionally recruited non-users through 3rd party recruiters, local government and academia.



USER RESEARCH

Working alongside a junior user researcher and business analyst, we interviewed and surveyed users from across the UK.

Conducting contextual interviews, experience mapping sessions and small focus groups. We also performed usability testing on existing tools.

Participant *QAVD*

What statistics do you use?

To show the history of figures in educational research in British So.
I look at history education, psychology, etc. in British education, and also
what is in the world of the psychology, etc. and naturally have my
own ideas.

Where do you go to find them?

Internet, people, places

Google - I get my books in the British Library. British Council for
Education - website, etc. from OUP, etc., same for the British Council.

Why do you need these statistics?

To show the power of the state in British and how it has changed
over time and how it supports education, and how it supports research
education, etc. to improve education. To see how things are changing, the way to
change.

[illegible]

<p>What were you trying to achieve?</p> <p>I was trying to find a good idea for my project. I was a bit confused at first, but I kept going and I found a great idea.</p> <p>What did you do to achieve it?</p> <p>I made a plan, I did some research, I asked my friends for help, and I worked hard every day.</p> <p>What were your thoughts?</p> <p>I was a bit nervous at first, but I felt confident when I started. I was happy when I finished and I was proud of my work.</p>	<p>What was the outcome?</p> <p>I got a good grade and I was happy. I was a bit tired, but I was proud of my work.</p> <p>How could it be improved?</p> <p>I could have done more research, I could have asked for more help, and I could have worked harder.</p> <p>What was it like?</p> <p>It was a bit stressful, but it was also fun. I was a bit nervous, but I was happy when I finished.</p>
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Participant David

What statistics do you use?

I get average of state on home prices & housing affordability index
home building completion rates, transit expenses of residents and

Where do you go to find them?






(in Brussels, India, etc)
(normal, average)




google → food score, state on OAS/OLG, food score, etc.
from Joseph Chamber Executive, Sector for Urban and Rural City

Why do you need these statistics?

(convert quality of life
score)

To demonstrate how the quality of life has improved
since 2010 in Bristol

<p>What were you trying to achieve?</p> <p>to find how many houses... how many couldn't reach you in Bristol since 2010</p> <p>What did you do to achieve it?</p> <p>... people... can't remember where but I found it eventually... right out of the blue</p> <p>What were your thoughts?</p> <p>Very difficult to find... hard not to sound biased</p>	<p>What was the outcome of this step?</p> <p>I got what I wanted but after longer than I would have liked</p> <p>How could it be improved?</p> <p>Goodbye... the... a... simple... top... down on... where are you interested to? So I could just select Bristol</p> <p>What was it like?</p> <p>      </p>
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<p>What were you trying to achieve?</p> <p>I wanted to see my friend who was a body for a publication which was a medical interview</p> <p>What did you do to achieve it?</p> <p>I put the book price that was the other alternative, so I had time to write a short bullet point biography</p> <p>What were your thoughts?</p> <p>It was an effective demand → I did after all things to find the data I needed</p>	<p>What was the outcome?</p> <p>As per the book</p> <p>How could it be improved?</p> <p>It should be more like an idea. I think the book was made by a professional writer</p> <p>What was it like?</p> <p>  </p>
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Participant: Harriet

What statistics do you use?

- Traffic speed data on local A roads
- Population density

Where do you go to find them?

Internet, people, sharing

Google → ONS

What were you trying to achieve?

Locate appropriate speed data to
pinpoint areas of congestion in
broad comparison to other localities

What did you do to achieve it?

Simultaneously

- captured "traffic speed data"
and location, or location, source
- went to left window to compare
analysis - to detect

What was the outcome of this step?

- selected results to give all data to
selectedly identify speed data
connected with road delays
eg. road type, traffic flow, weather
road work delays etc.

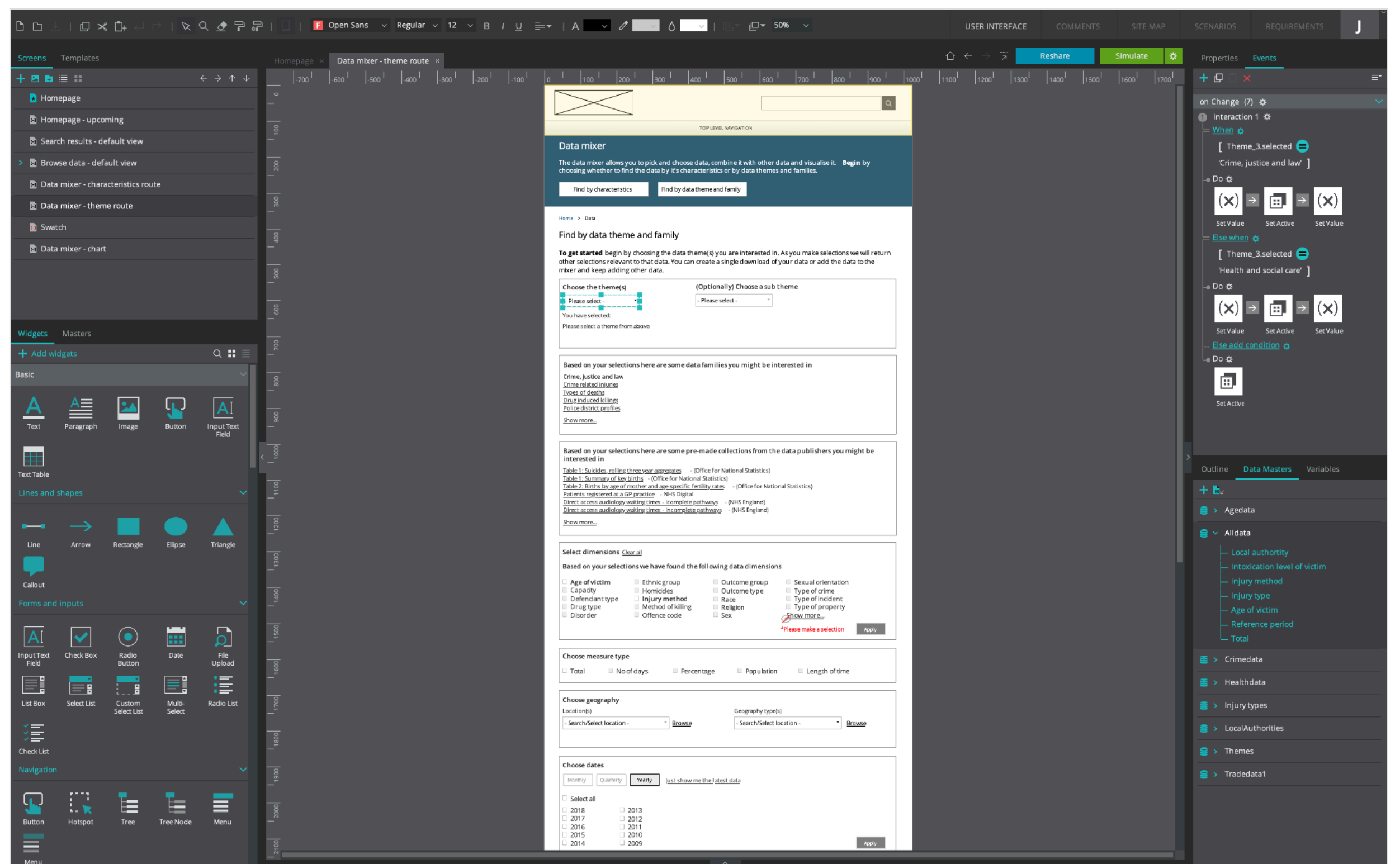
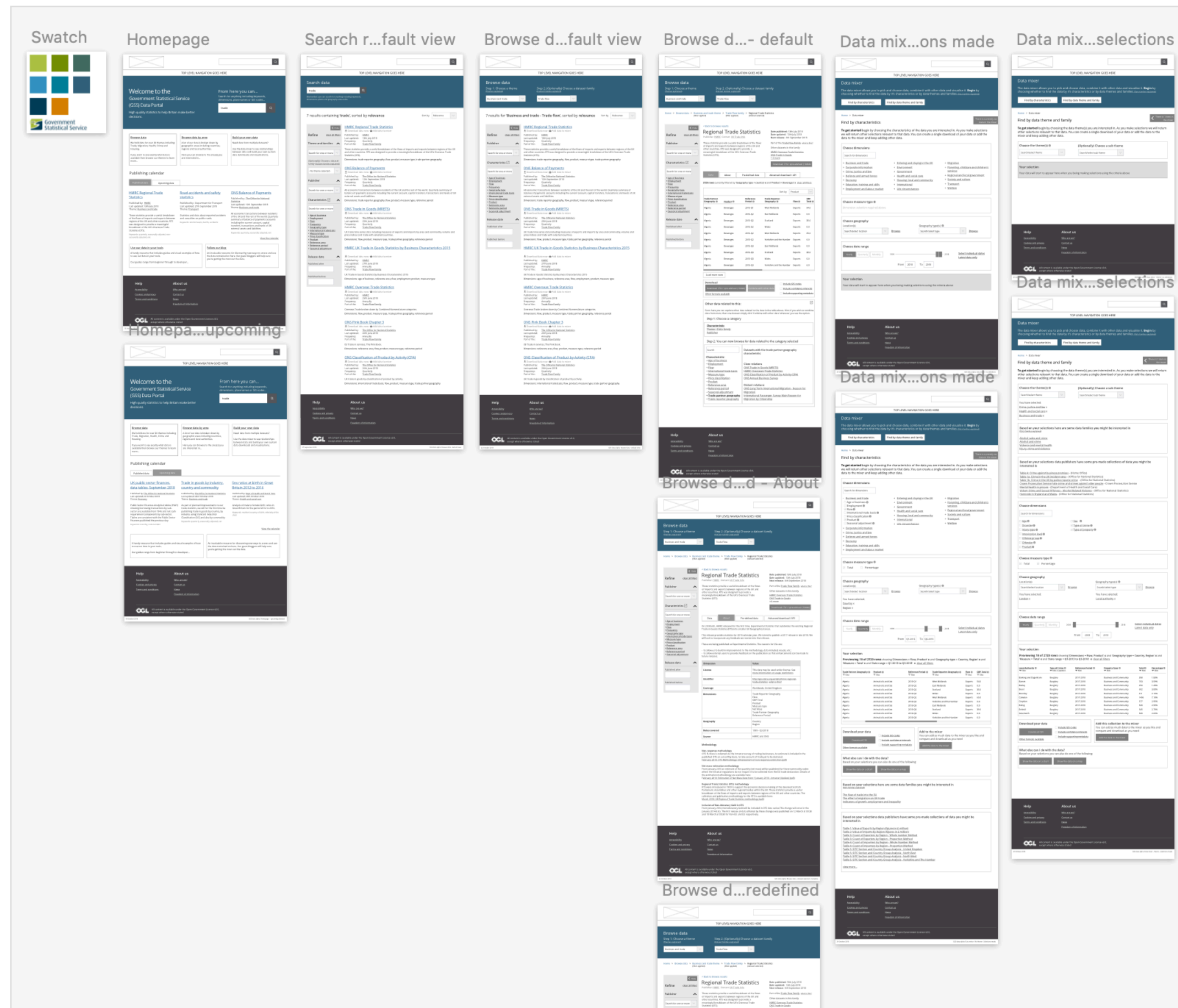
How could it be improved?

- put all data on one page
- summary at top of each page
- provide summary data to give
picture of content - and use
charts of data set
- spell out when changes in data

<p>What were you trying to achieve?</p> <p>Understand how traffic speeds cause road congestion and what other factors influence road congestion</p>	<p>What was the outcome?</p> <p>I was able to create data set, which I can identify and predict road congestion</p>
<p>What did you do to achieve it?</p> <p>I took the data on average speeds on roads and stopped one population clearly related to it</p> <p>I looked for variables that could be related to road congestion</p>	<p>How could it be improved?</p> <p>Printed a version of predicted congestion on a dashboard (line series etc.)</p>

PROTOTYPE DESIGN

I designed possible solutions based around the concept of Linked Data. I created initial wireframes and basic click-through prototypes which we tested with users. Finally I created a more complex data driven prototype using JustinMind.



PROJECT

ROLLS-ROYCE FUEL EFFICIENCY SELF SERVICE

Alongside the discovery, I was asked to work on concepts for a self-service element to meet some of the product backlog needs for the existing product. After capturing user needs through interviews and reviewing previous research, I created a set of wireframes alongside a click-through Invision prototype.

SERVICES

UX design

TOOLS

Sketching

Sketch

Invision



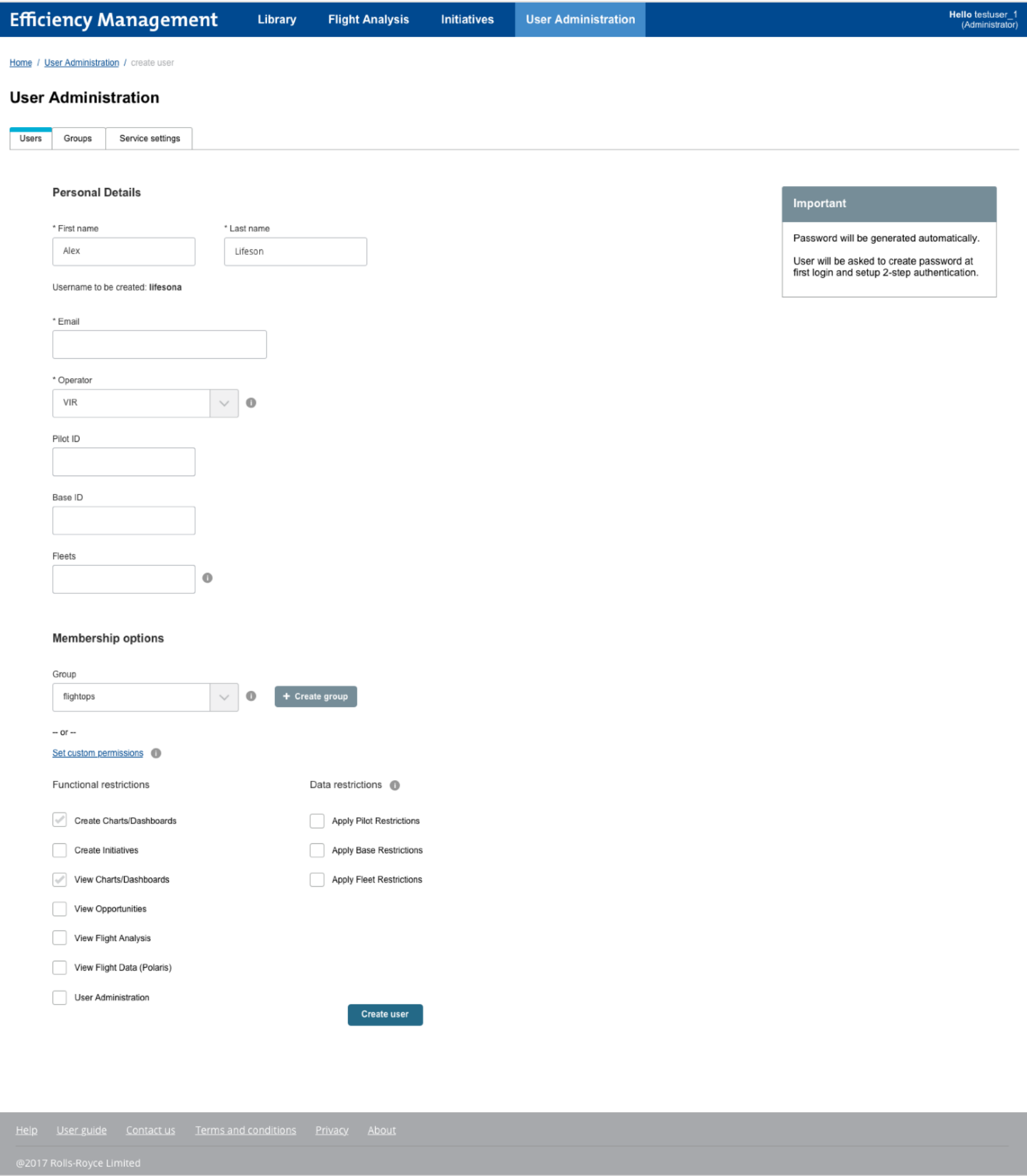
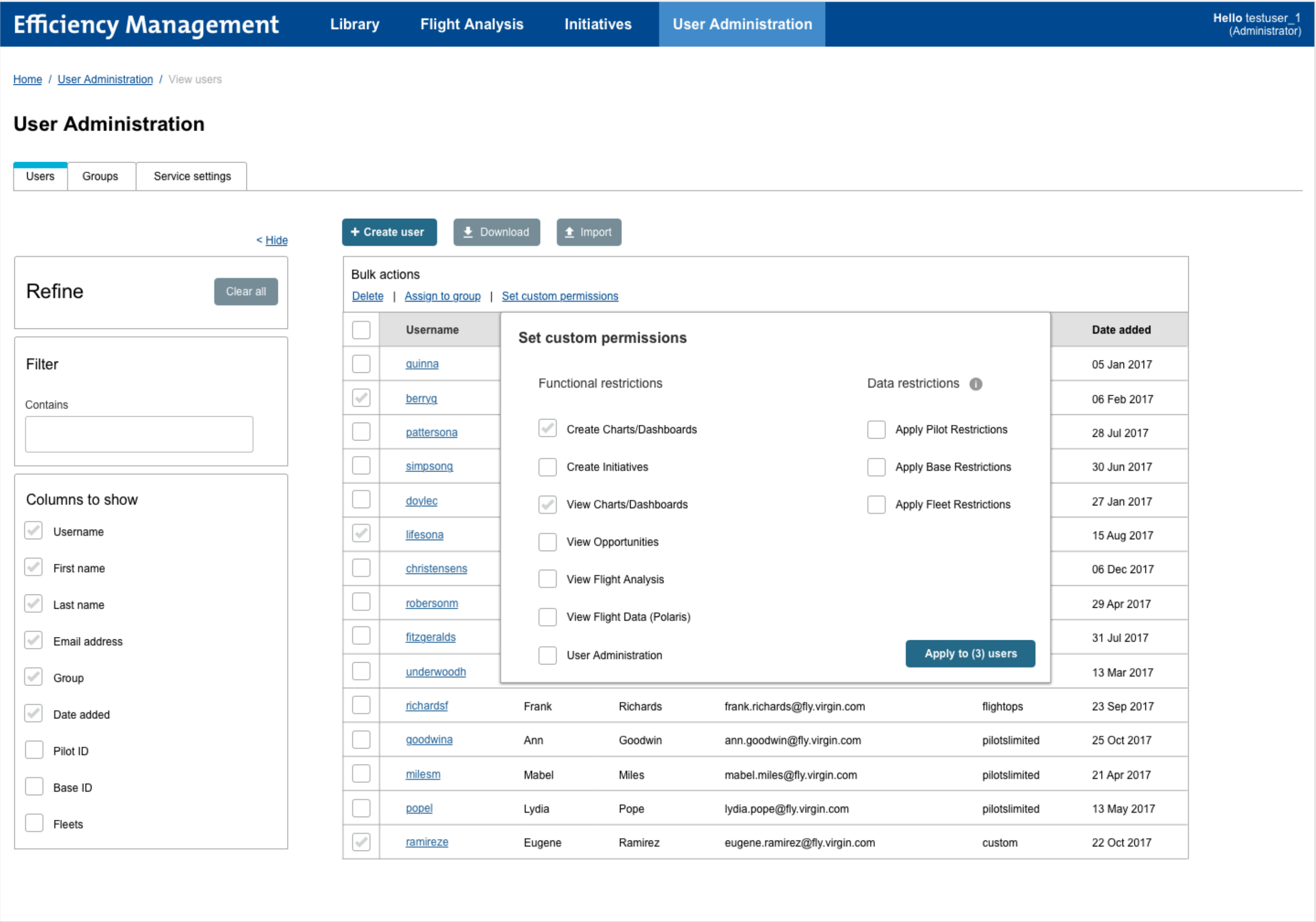
SKETCHING

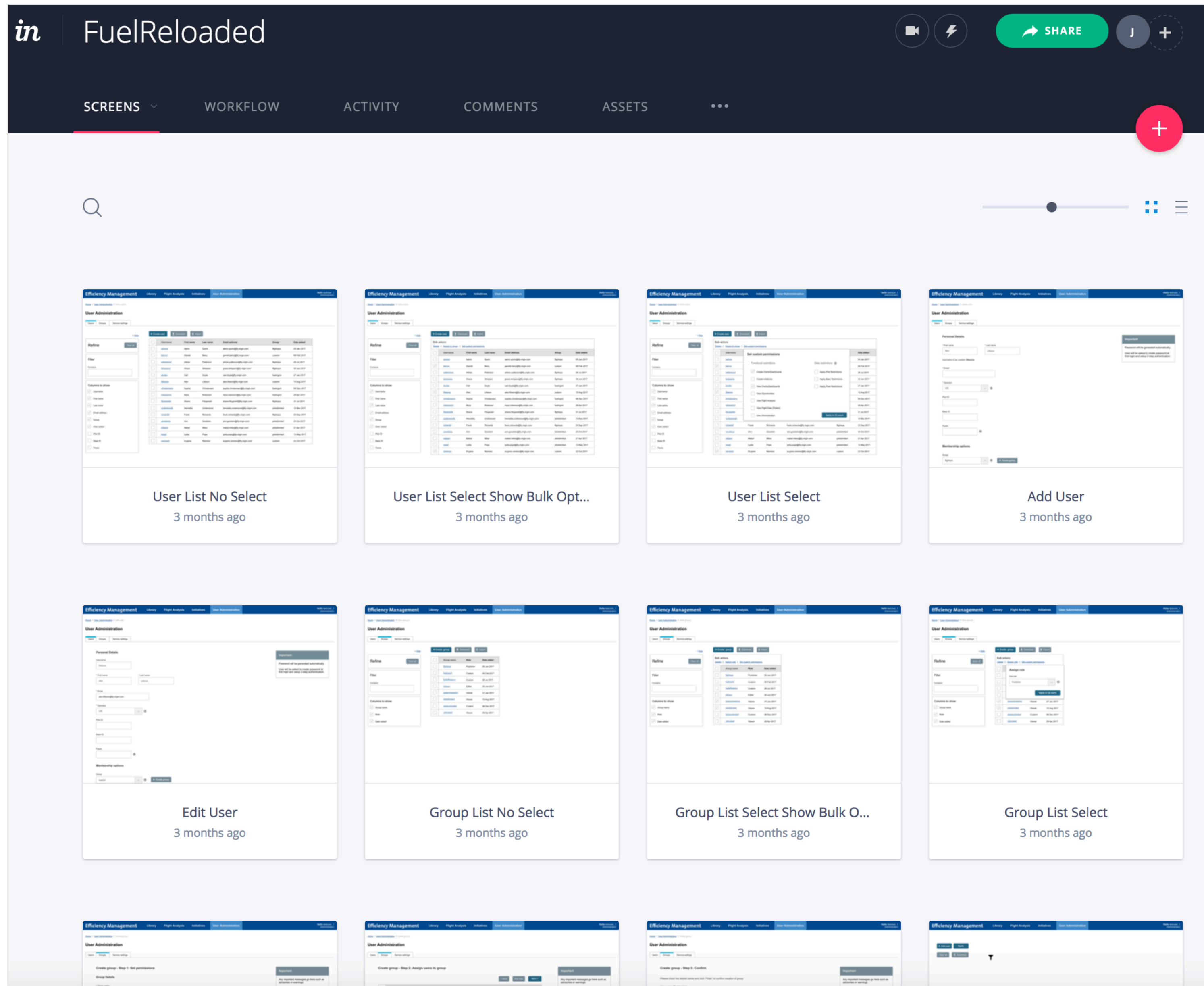
I always start by sketching ideas into a notepad before creating wireframes. The challenge was to create wireframes based on the existing legacy system using a fluid layout, but incorporating modern UI approaches.



WIREFRAMES

Working to the existing design patterns and tech, I created a number of wireframes to support our research objectives.





INVISION PROTOTYPE

I created a simple click-through prototype in InVision to be tested with users and act as guide to the development team.

PROJECT

OFFICE FOR NATIONAL STATISTICS CENSUS

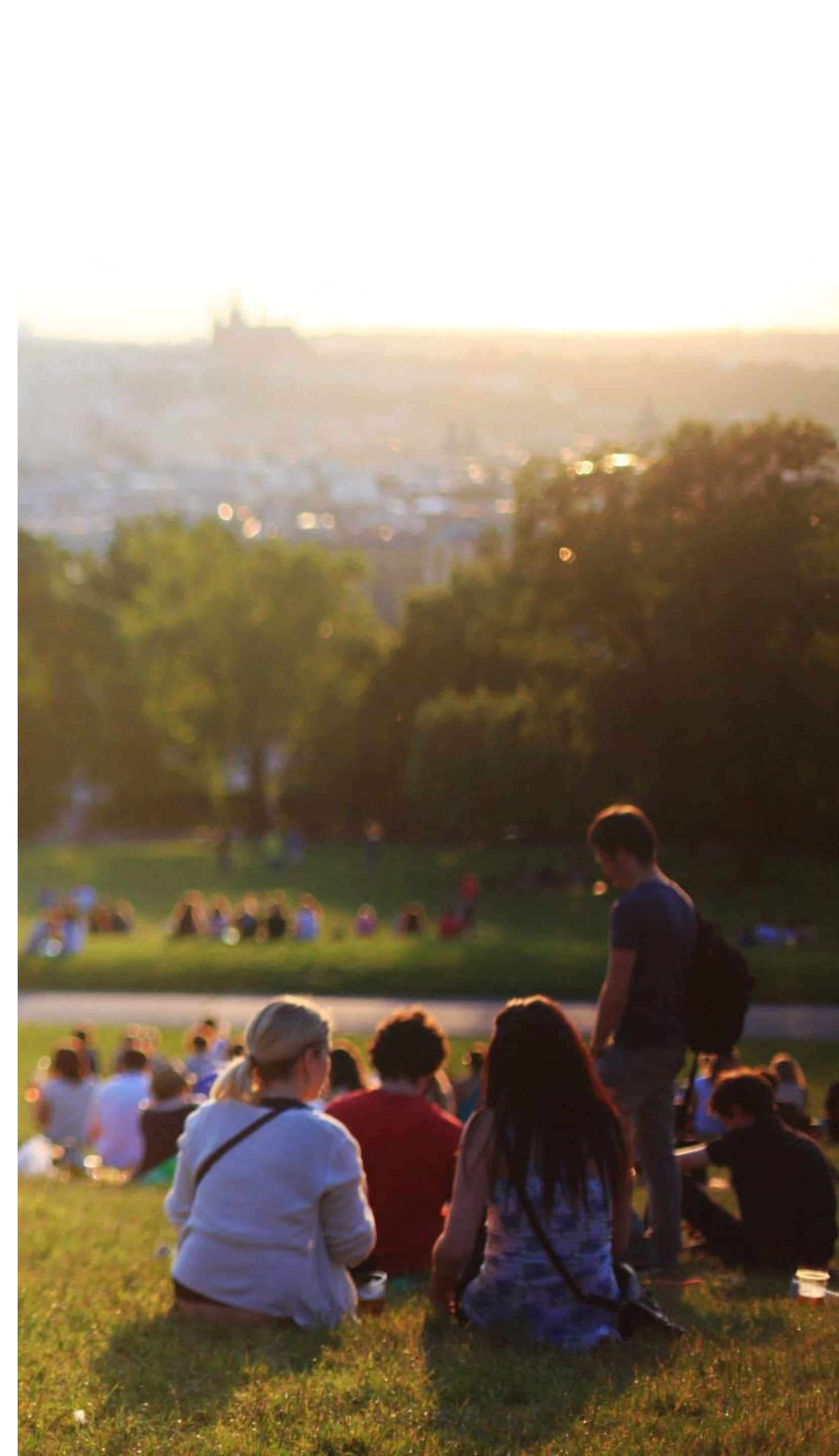
The UK Census is conducted every ten years and involves a temporary workforce of over 30,000 staff. My role was to improve the user experience for this workforce across the recruitment process, field tools and mobile devices. To promote a user-centred approach, I involved stakeholders in all activities and created a concept field tool to highlight potential directions the project could move in.

SERVICES

User research
UX design

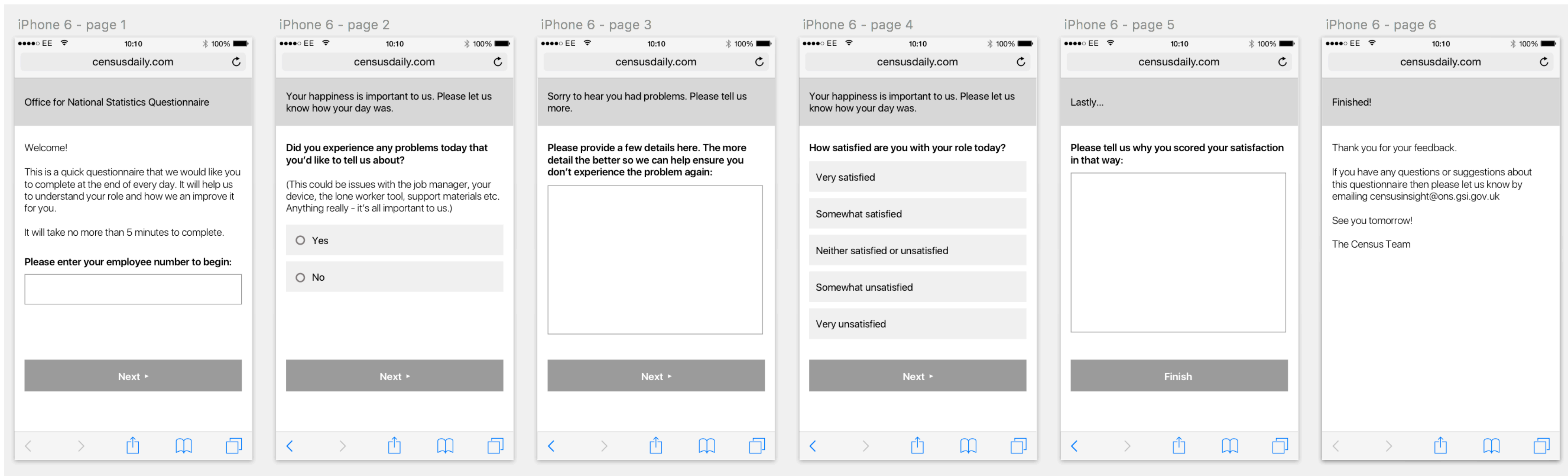
TOOLS

Sketch
Invision



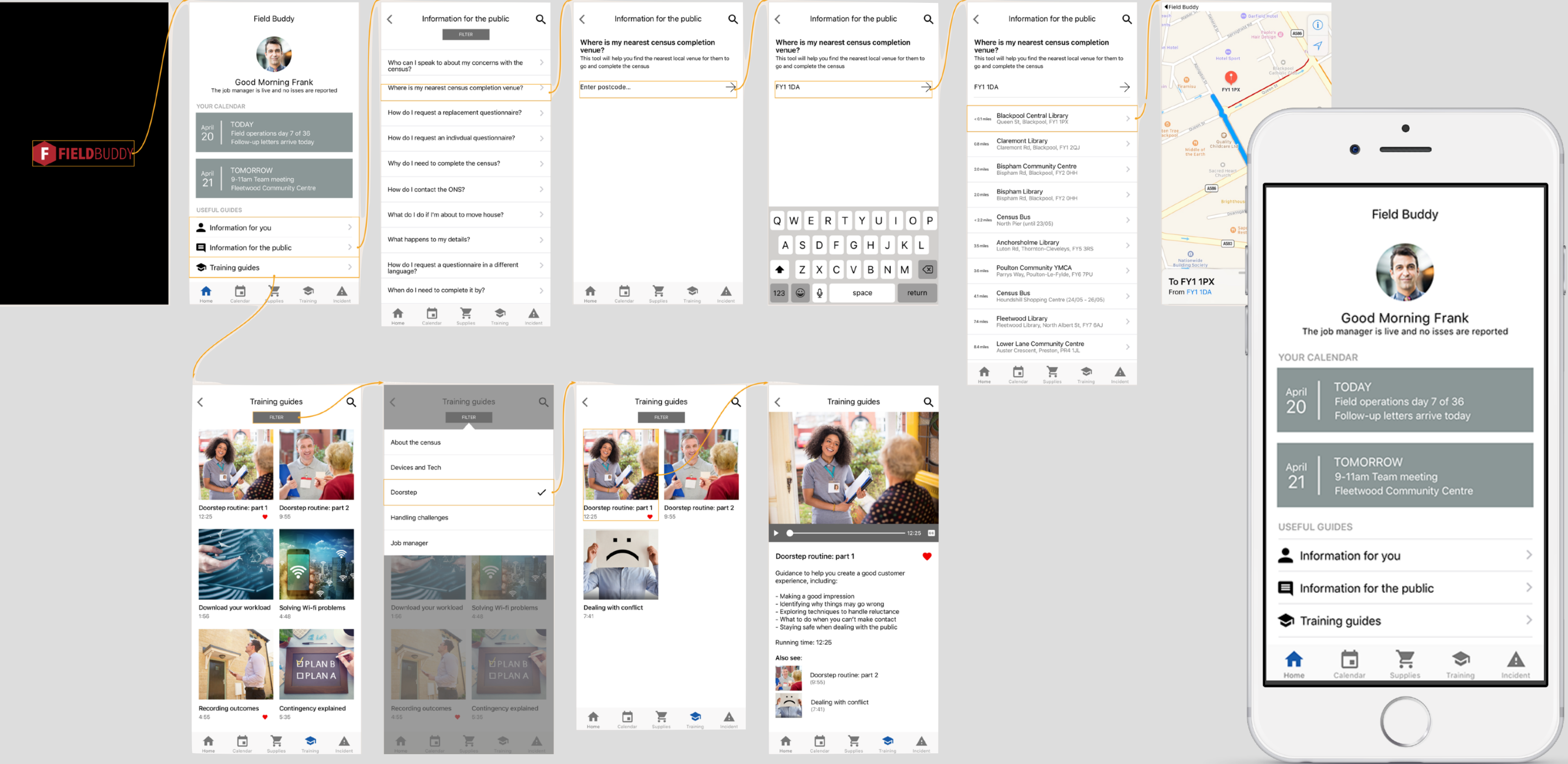
DAILY SURVEY APP

I wanted to get the stakeholders thinking about ways to improve the efficiency of field staff and embrace current technology. I created a series of mobile concepts, including a field app containing reference guides to help tackle questions the public might ask them and access to training videos.



THE FIELD BUDDY APP

I designed an app concept aimed at providing an resource for Census field staff to access daily schedules, training and support.



PROJECT

OFFICE FOR NATIONAL STATISTICS LOCAL DATA DISCOVERY

The ONS produce a lot of data at sub-national level, which is available across a multitude of websites. The brief was to identify users of this data, understand their needs and design concepts of how users might access this data via the ONS website in the future. I began by reviewing what the ONS already knew through previous research and analytics and developed a research plan for expanding upon this.

SERVICES

User research
UX design
Usability testing

TOOLS

Sketch
Invision

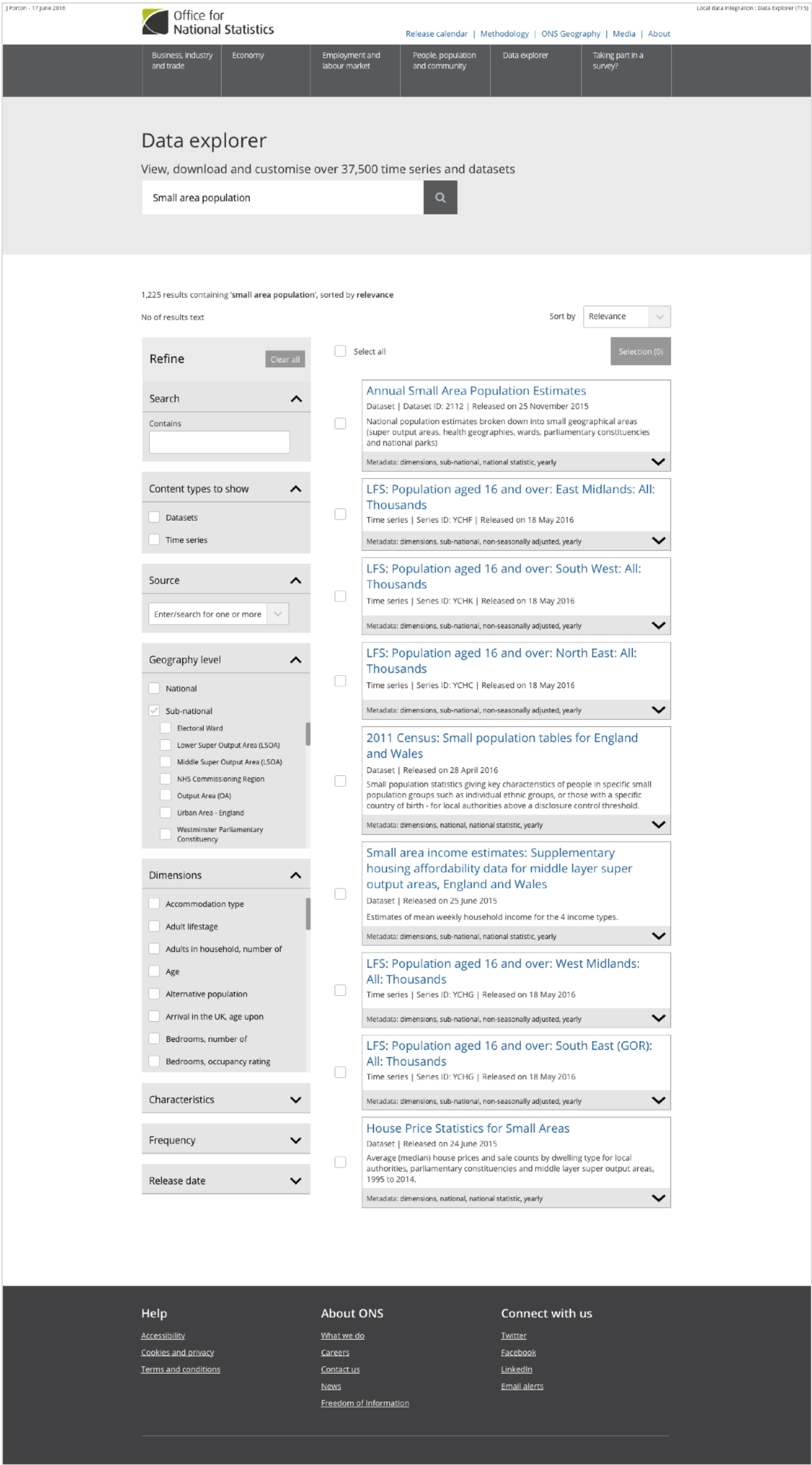
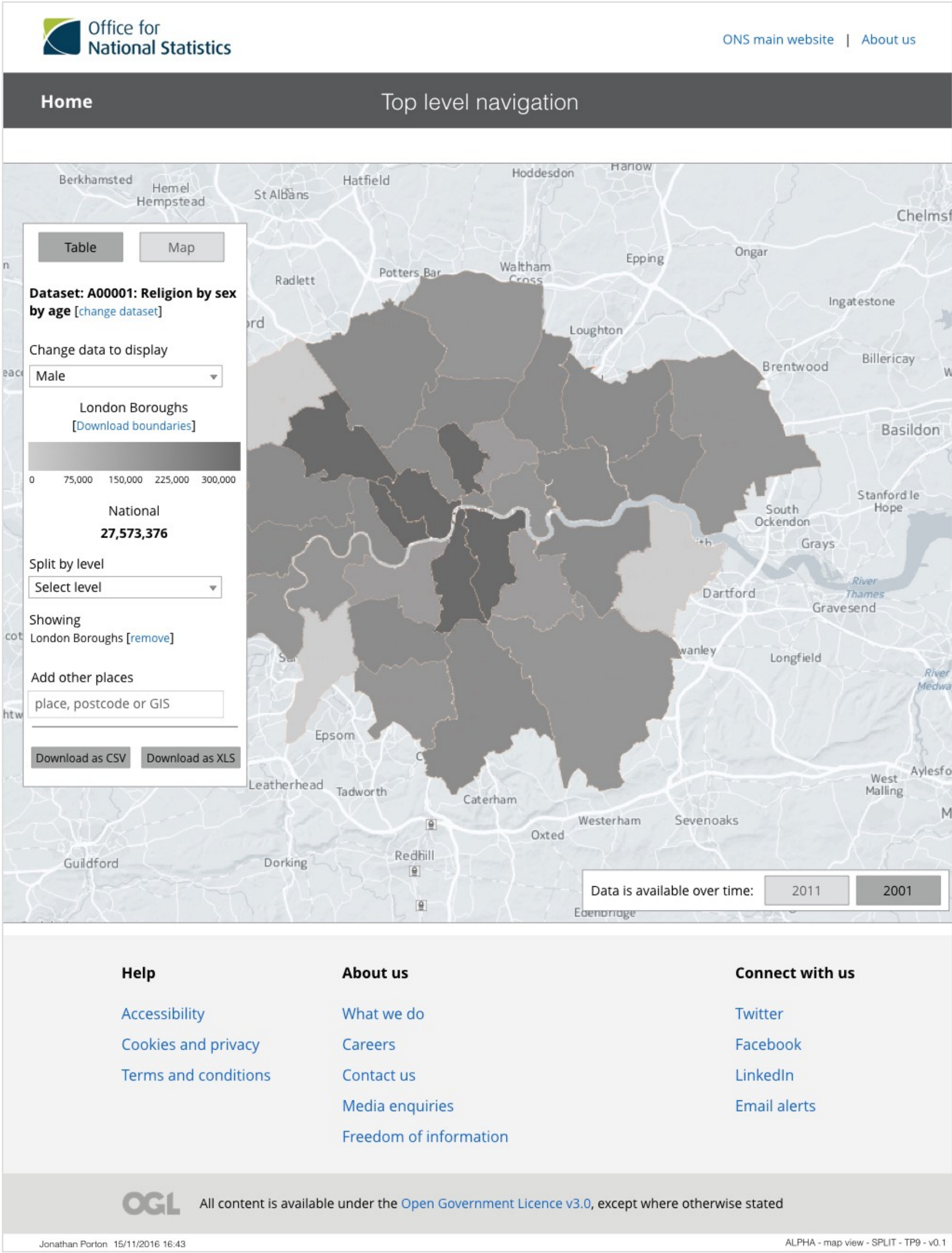


DESIGNING AN IA

The long term aim is to integrate sub-national data from several existing websites into the new ONS website. To support this transition I carried out content audits of the websites, ran simple card sorts and developed a workable information architecture. To understand how the new steps would impact the existing website task flows I created a set of DoGo cards.

Office for National Statistics
Local data integration
14 June 2016



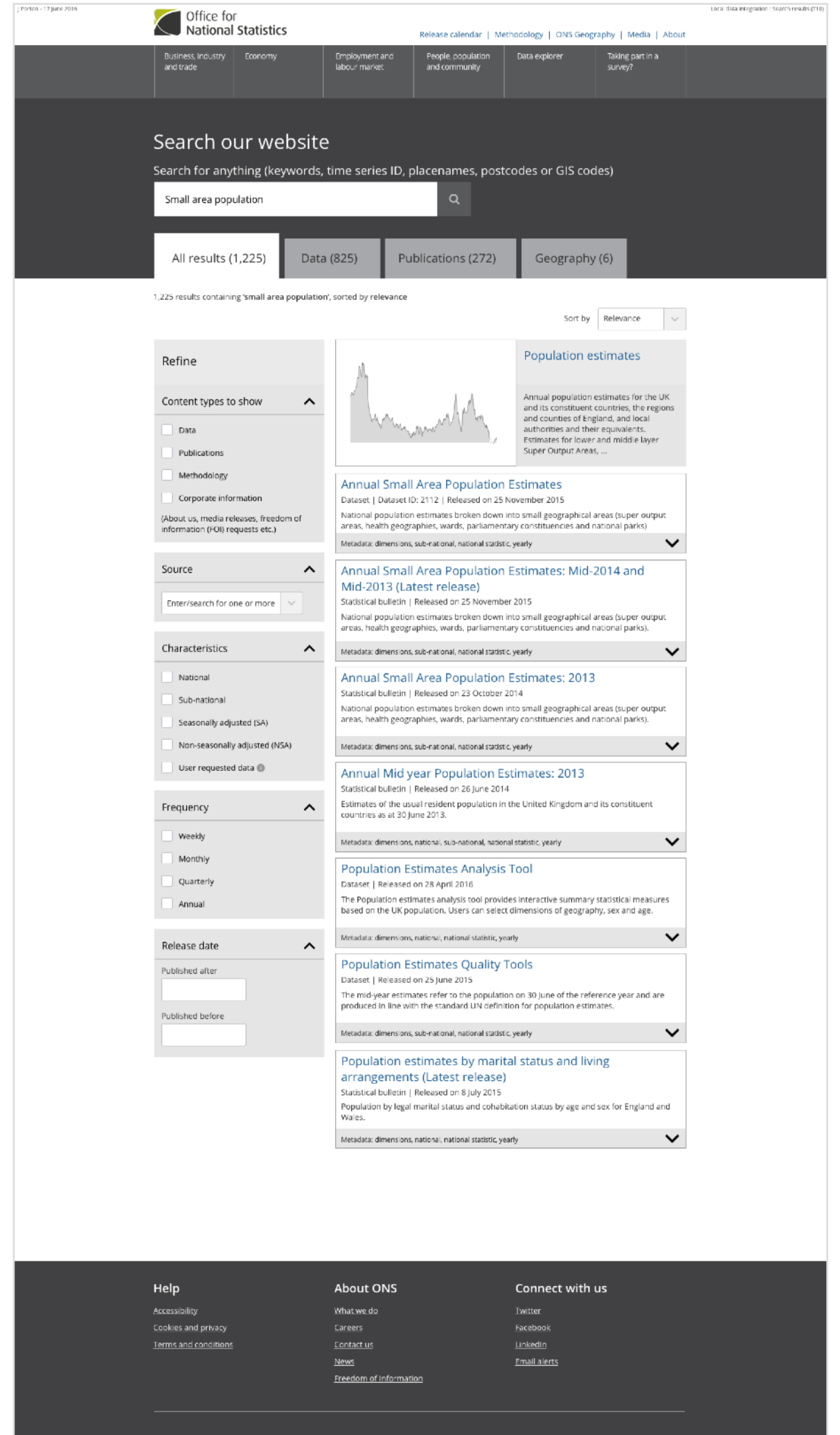
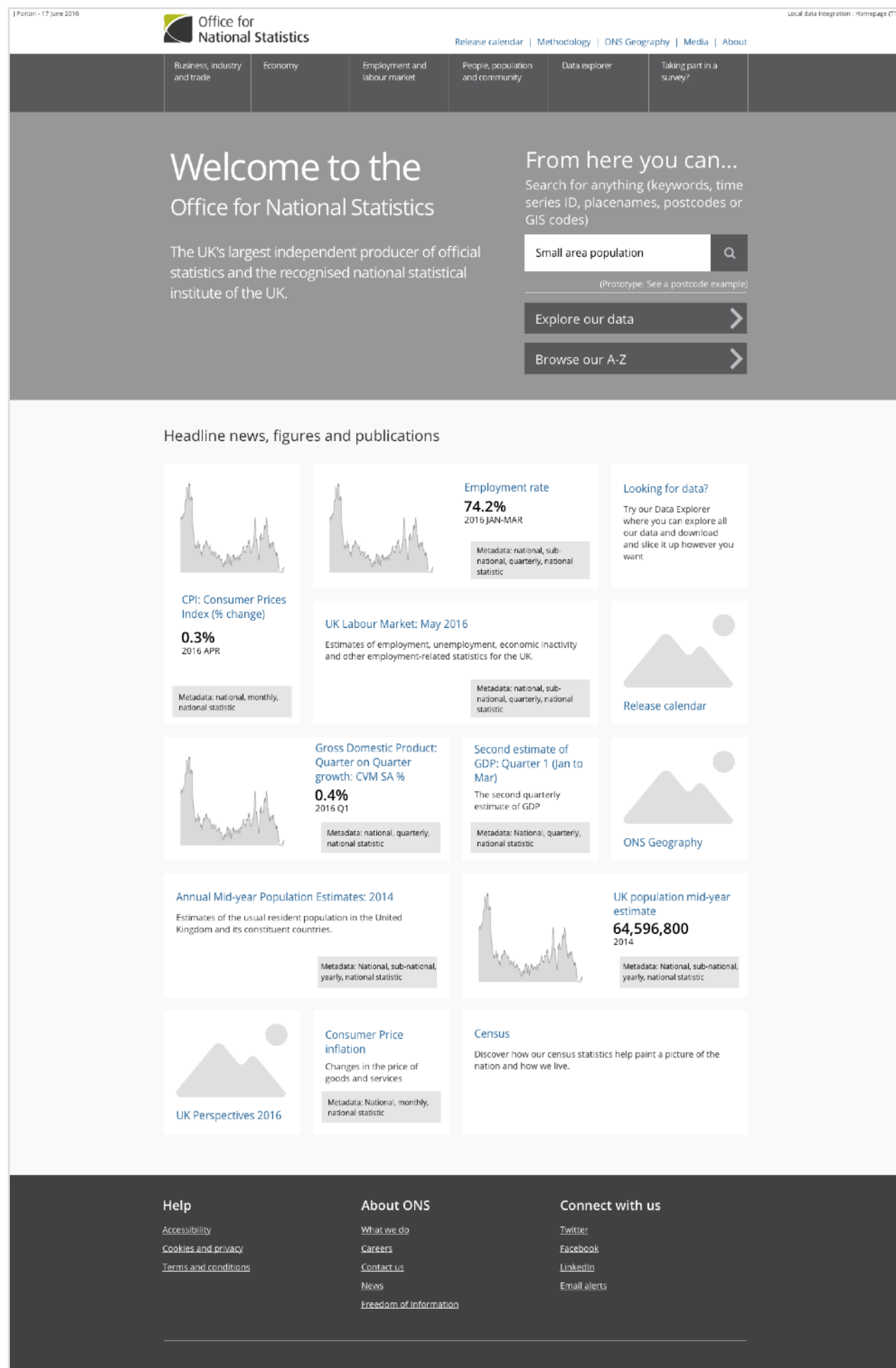
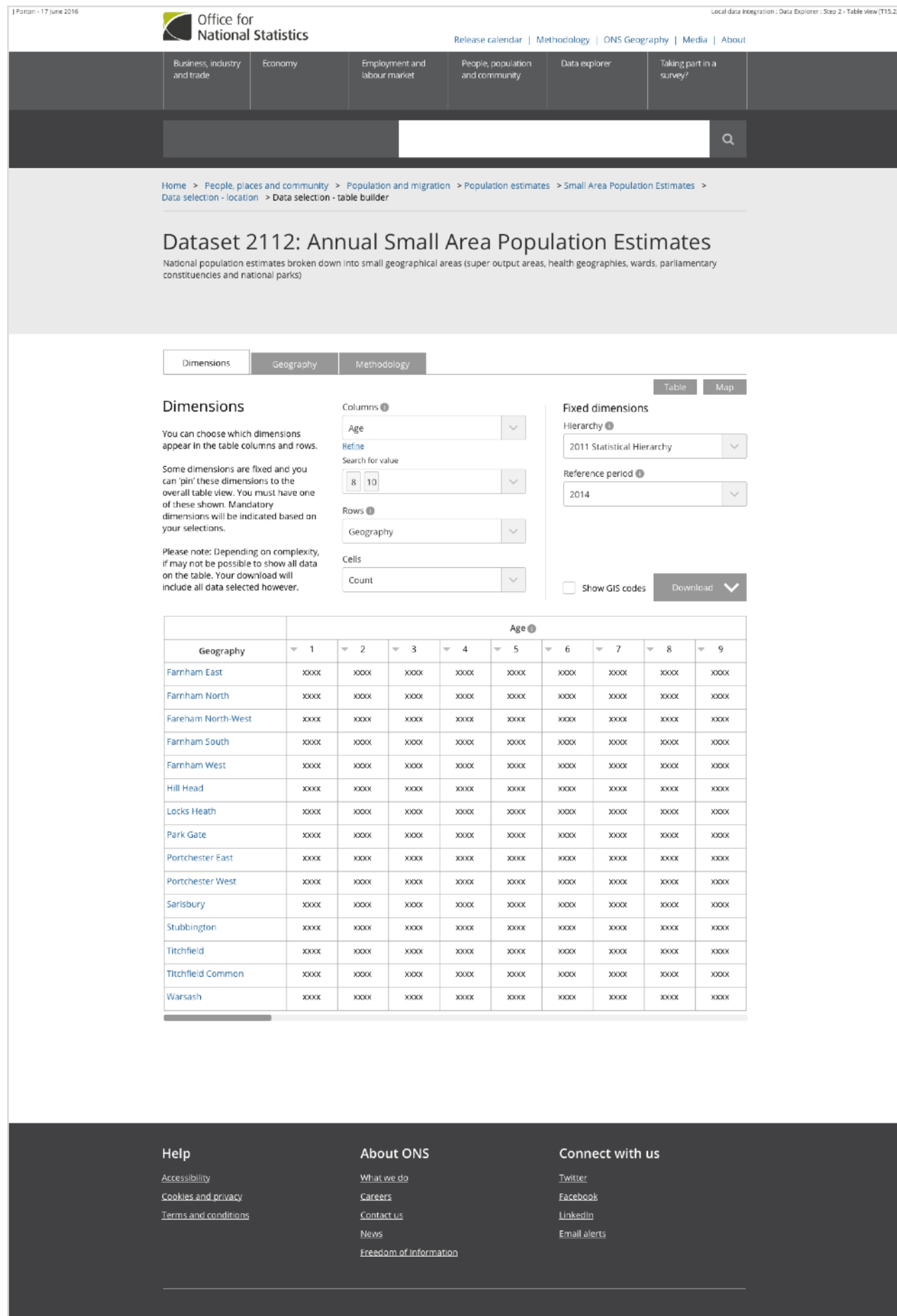


WIREFRAMES AND PROTOTYPES

With user stories created, I produced a number of wireframes and prototypes and tested with users at the end of each sprint.

WIREFRAMES AND PROTOTYPES

Along with data explorers and integration concepts for the main ons website.



PROJECT

OFFICE FOR NATIONAL STATISTICS WEBSITE

Probably my most all encompassing project to date. The existing website had been branded a 'national disgrace' in parliament. To help the ONS deliver a new, user-centred website I was brought in to provide a user research strategy to support all the phases of agile service delivery, whilst ensuring everything was aligned to the Government Digital Service Standard.

SERVICES

User research
UX design
Usability testing
Information architecture
Optimisation
Service design

TOOLS

Paper prototyping
Sketch
OptimalSort & Treejack
Invision
Axure
Loop11
Usability Hub
Keynote



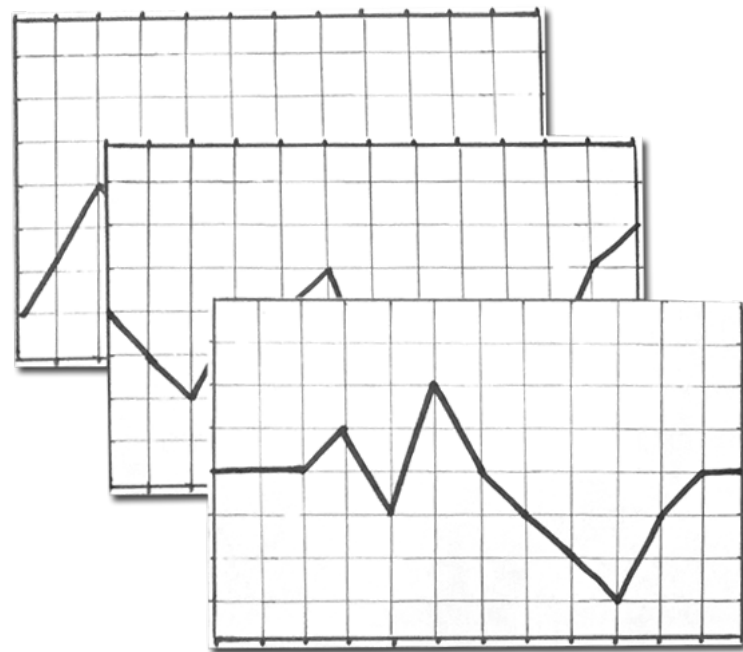
DISCOVERY

I started by conducting lots of user interviews to validate the existing personas, identify their needs and try out some early paper prototypes and low-fidelity wireframes to sanity check the initial approach.



PAPER PROTOTYPING

The paper prototypes provided a rapid way to check our thinking with users.



CREATING A TAXONOMY

We discovered the existing statistical taxonomy made the task of finding statistics very difficult for users. I conducted a large scale card sort and a number of tree tests to define the underlying architecture. I [documented](#) the approach and methodology and have presented it at [World IA day](#).

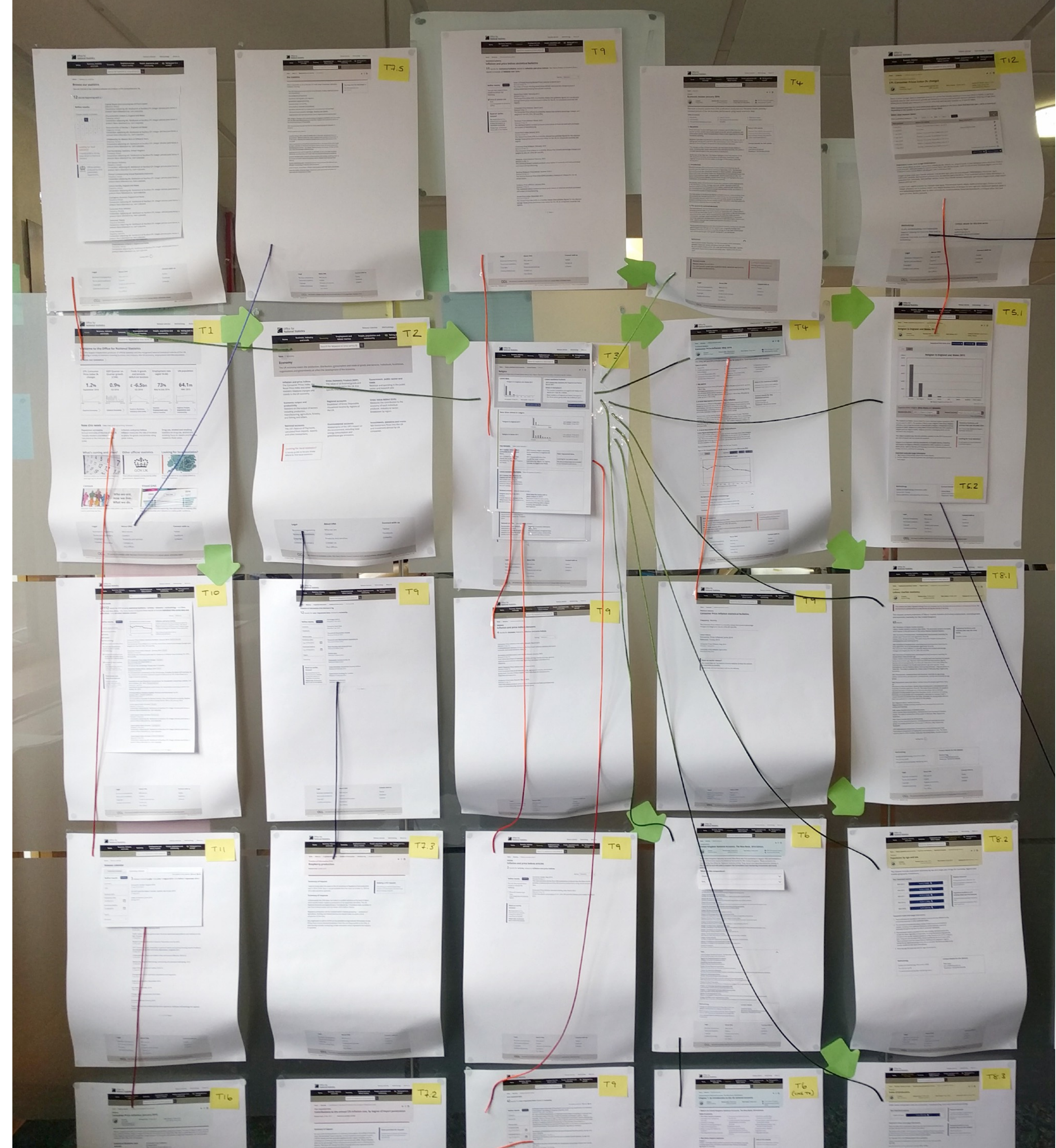
<div>▼ Business and Industry</div> <div>Business Performance</div> <div>Business Bankruptcy</div> <div>Construction Industry</div> <div>International Trade</div> <div>Manufacturing and Production</div>	<div>▼ Economy</div> <div>Economic Output and Productivity</div> <div>Environmental Accounting</div> <div>Gross Domestic Product (GDP)</div> <div>Inflation</div> <div>National Accounts</div> <div>Supply and Use Tables</div> <div>Personal Finances</div> <div>Personal Debt</div> <div>Pensions</div> <div>Regional Accounts</div>	<div>▼ Employment and Labour Market</div> <div>Earnings and Working Hours</div> <div>Labour Productivity</div> <div>People in Work</div> <div>People not in Work</div>	<div>▼ Government Finances</div> <div>Government Research and Development</div> <div>Local Government Finance</div> <div>Public Sector Finance</div> <div>Public Spending</div> <div>Taxes and Revenue</div>	<div>▼ People and Community</div> <div>Births, Deaths and Marriages</div> <div>Live Births</div> <div>Community</div> <div>Crime and Justice</div> <div>Education and Childcare</div> <div>Elections</div> <div>Health and Social Care</div> <div>Housing and Households</div> <div>Population and Migration</div> <div>International Migration</div> <div>Population Estimates</div> <div>Well-being</div> <div>Environmental Well-being</div>
<div>▼ Culture, Leisure and Tourism</div> <div>Cultural Identity</div> <div>Internet and Technology</div> <div>Tourism</div>				

THE WALL OF WEB

We created a project drop-in room for anyone around the organisation to come and see what we were doing.

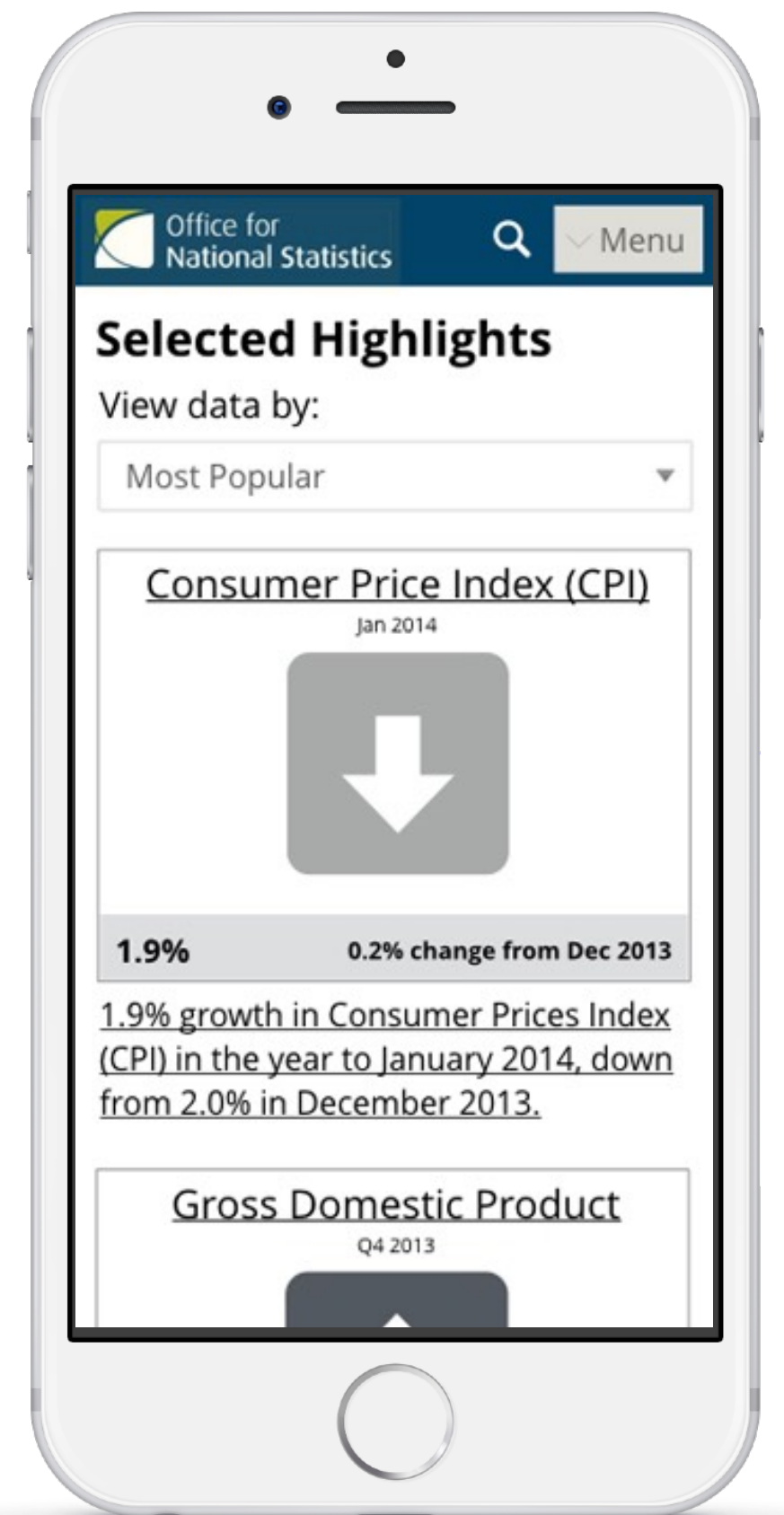
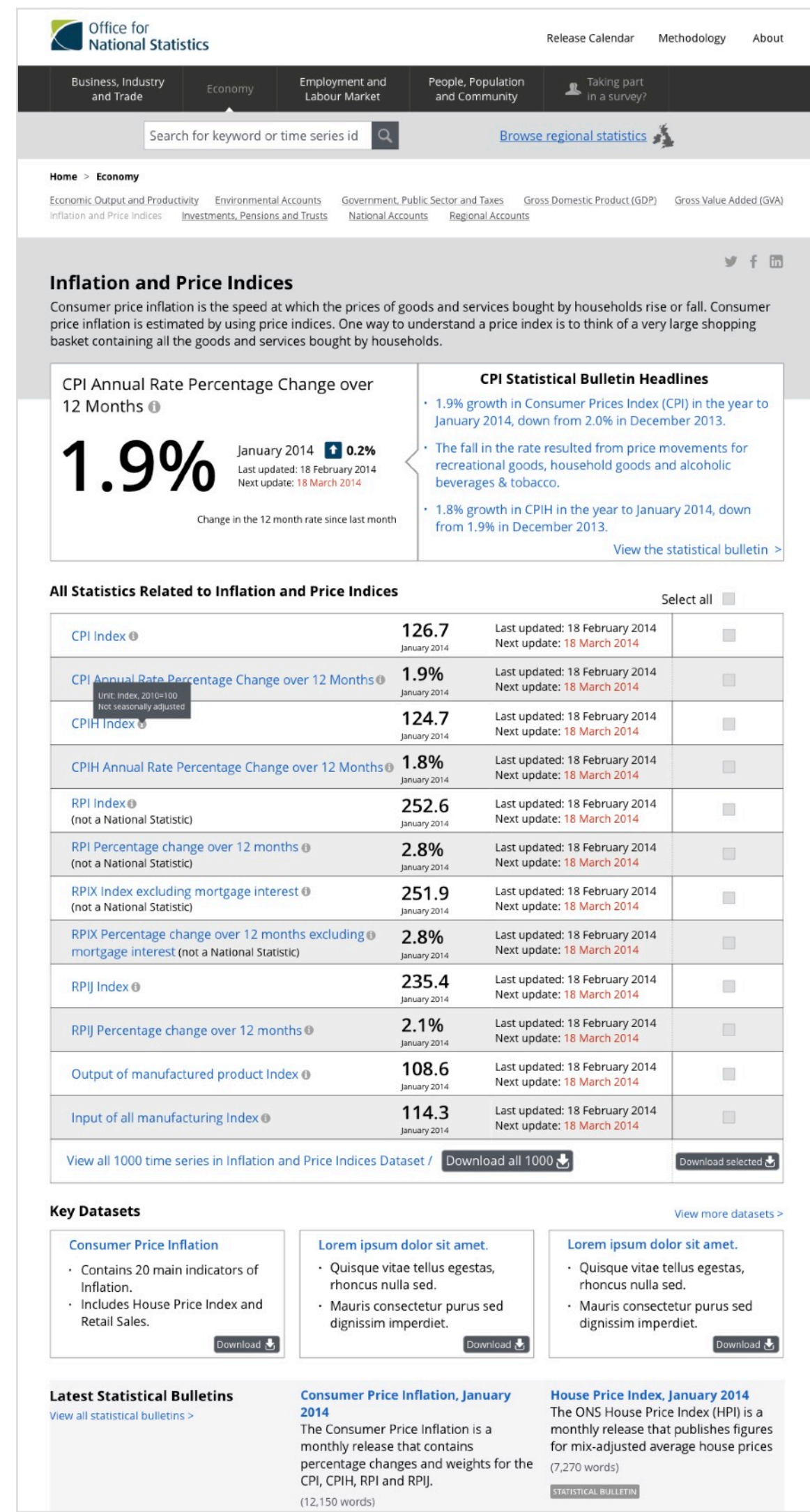
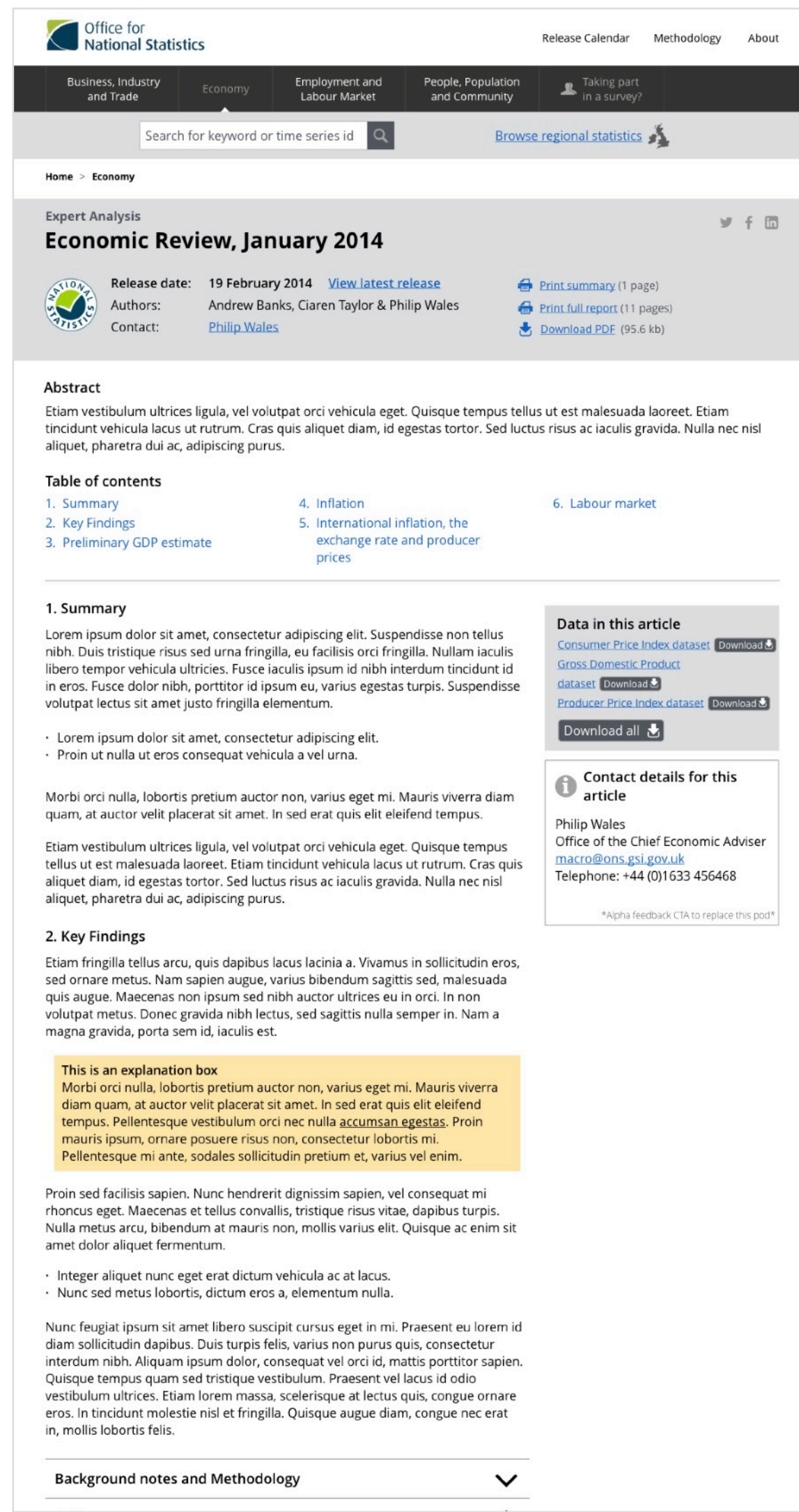
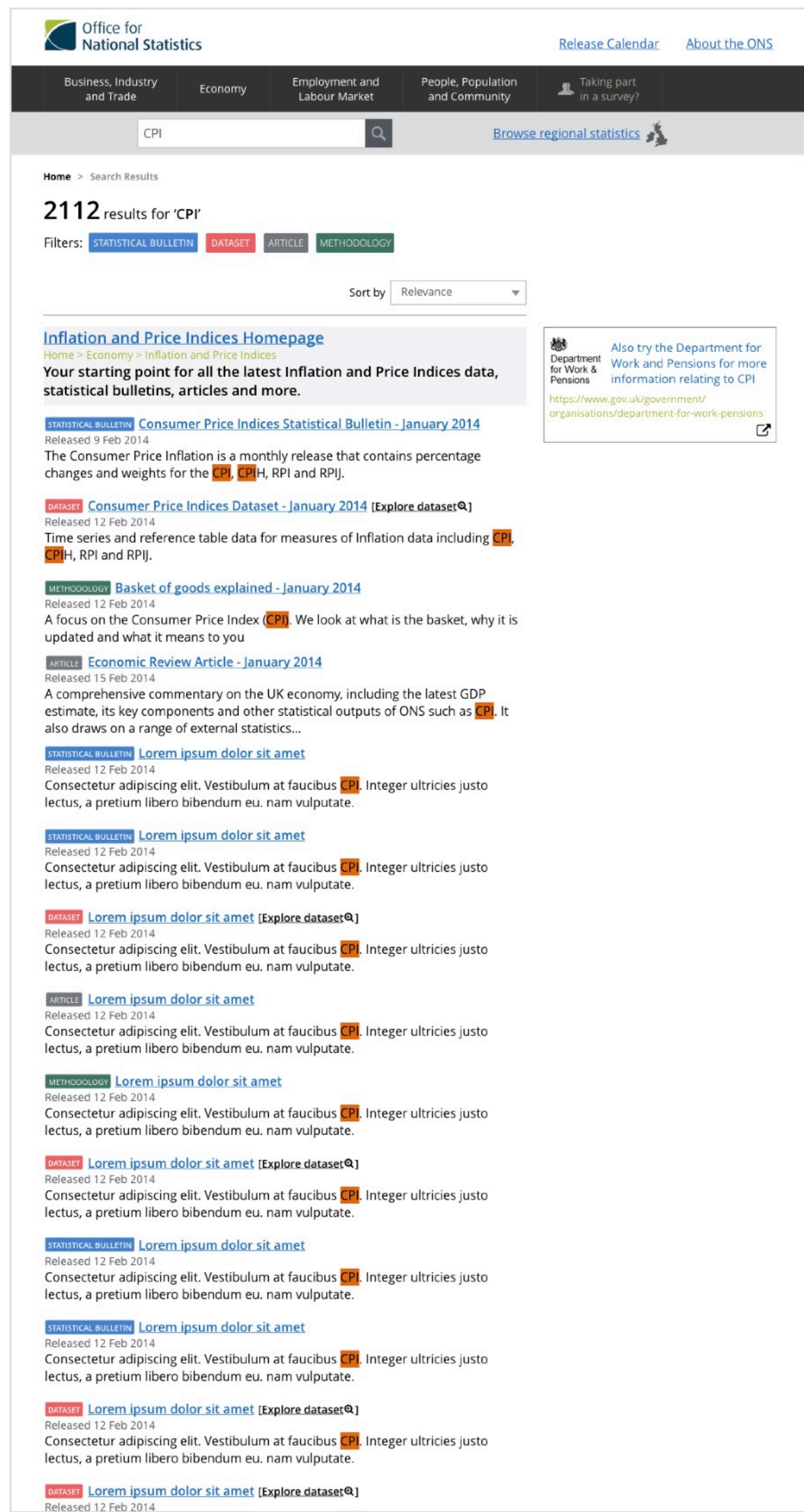
To make the experience more interactive I created the 'wall of web' (not my words!), which we would use to walk senior stakeholders through the service.

This became a valuable resource for the project team to become a living record of our design thinking and iteration.



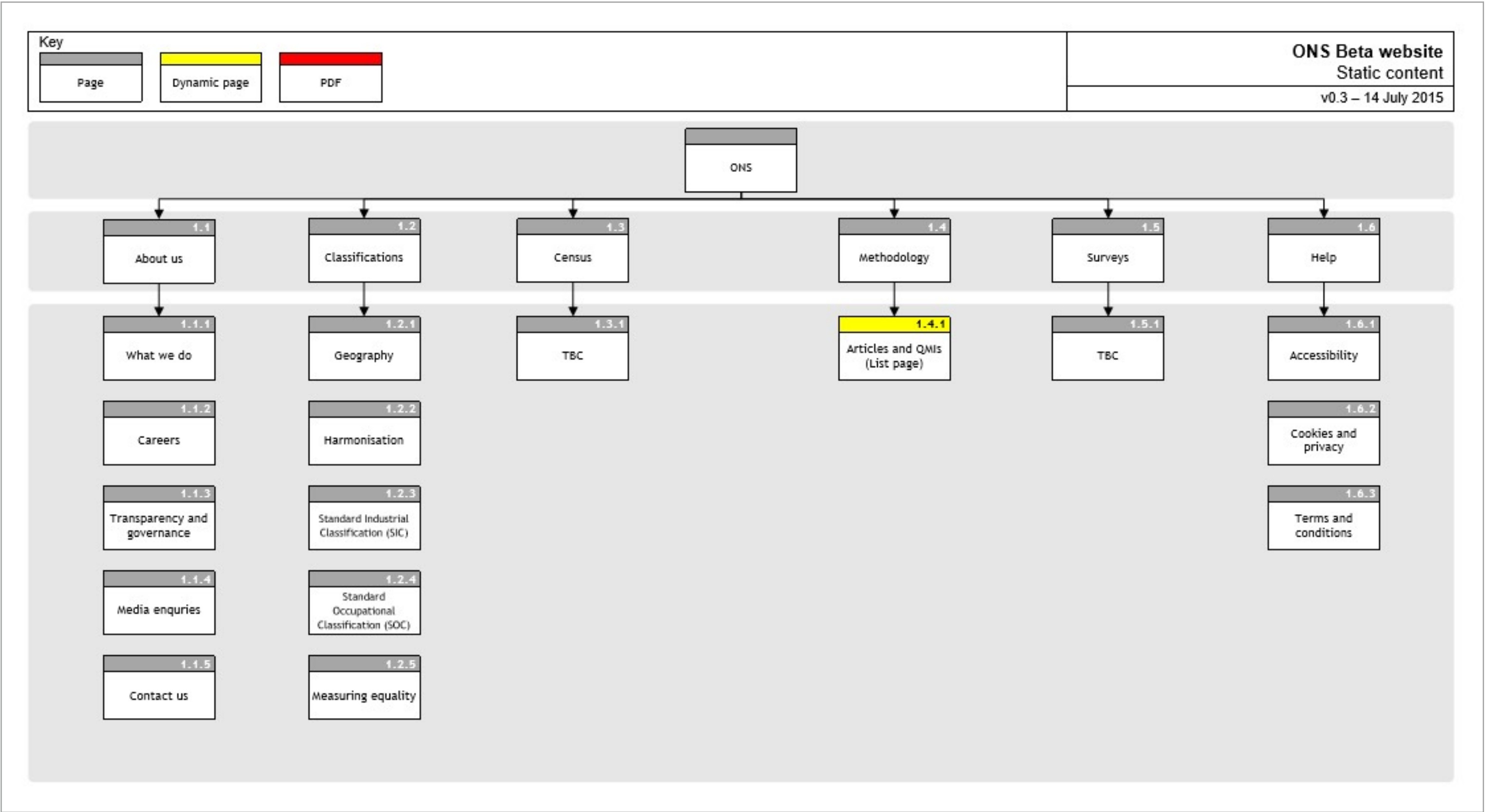
INTERACTION DESIGN

In alpha I designed higher fidelity wireframes. Not only to test with users but engage an interested and nervous internal stakeholder base.



BETA

The beta was an opportunity to do more of everything. More wireframing. More prototyping. More information architecture. I adopted an A-Z of user research including formal usability testing, user interviews, contextual inquiry card sorts and tree tests, online remote testing and a huge amount of supporting unmoderated testing and surveys.



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Home > Economy > Inflation and price indices

Inflation and price indices

Inflation measures the rate of increase in prices for goods and services using price indices. The rate of inflation used in the UK government's inflation target is measured using the Consumer Prices Index (CPI). One way to understand the CPI is to think of a very large shopping basket containing a large selection of the goods and services bought by households, the CPI estimates changes to the total cost of this basket.

Latest data

CPI annual rate percentage change over 12 months

1.2%
February 2015

Last updated: 19 Feb 2015
Next update: 19 Mar 2015

VIEW LATEST DATA

Latest statistical bulletin

Consumer Price Inflation: February 2015

What's in the bulletin?

- 1.2% growth in Consumer Prices Index (CPI) in the year to February 2015, down from 2.0% in January 2014.
- 1.8% growth in CPIH in the year to February 2015, down from 1.9% in January 2014.

Read statistical bulletin

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Time series related to inflation and price indices

View all time series >

<div>CPI: Consumer Prices Index (% change)</div> <div><div>1.2% February 2015</div><div>Last updated: 19 Feb 2015 Next update: 19 Mar 2015</div></div>
<div>RPI: Retail Price Index (% change)</div> <div><div>2.3% February 2015</div><div>Last updated: 19 Feb 2015 Next update: 19 Mar 2015</div></div>
<div>CPIH (% change)</div> <div><div>1.2% February 2015</div><div>Last updated: 19 Feb 2015 Next update: 19 Mar 2015</div></div>
<div>RPIJ (% change)</div> <div><div>1.6% February 2015</div><div>Last updated: 19 Feb 2015 Next update: 19 Mar 2015</div></div>
<div>CPI: Consumer Prices Index Index, 2005 = 100</div> <div><div>128.4 index February 2015</div><div>Last updated: 19 Feb 2015 Next update: 19 Mar 2015</div></div>
<div>View all 12,000 time series for inflation and price indices ></div>

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Home > Economy > Inflation and price indices

Inflation and price indices

The rate of increase in prices for goods and services. Measures of inflation and prices include consumer price inflation, producer price inflation, the house price index, index of private housing rental prices, and construction output price indices.

On this page:

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Highlights

CPI: Consumer Prices Index (% change)

Change over 12 months

0.9%

2016 OCT

Release date: 15 November 2016
Next release: 13 December 2016

View this data

More data

UK consumer price inflation: Oct 2016

What's in the bulletin?

- The Consumer Prices Index (CPI) rose by 0.9% in the year to October 2016, compared with a 1.0% rise in the year to September
- Although the rate was slightly lower than in September 2016, it remained higher than the rates otherwise seen since late 2014
- The main downward contributors to the change in the rate were prices for clothing and university tuition fees, which rose by less than they did a year ago, along with falling prices for certain games and toys, overnight hotel stays and non-alcoholic beverages

Read this statistical bulletin

More publications

Time series related to Inflation and price indices

CPI: Consumer Prices Index (% change)

Change over 12 months

0.9% 2016 OCT

Release date: 15 November 2016
Next release: 13 December 2016

RPI All Items: Percentage change over 12 months: Jan 1987=100

Not a National Statistic. Change over 12 months

2% 2016 OCT

Release date: 15 November 2016
Next release: 13 December 2016

CPIH All Items: Percentage change over 12 months: 2015=100

Not a National Statistic. Change over 12 months

1.2% 2016 OCT

Release date: 15 November 2016
Next release: 13 December 2016

RPIJ All Items Retail Price Jevons: Percentage change over 12 months

Change over 12 months

1.3% 2016 OCT

Release date: 15 November 2016
Next release: 13 December 2016

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Search for keyword or time series ID

Home > Economy > Inflation and price indices > CPI: Consumer Price Index (% change)

Time series

CPI: Consumer Prices Index (% change)

Contact: Katherine Pegler

Release date: 19 Feb 2015

previous versions

Next release: 19 Mar 2015

Series ID: MC6A

what is this?

Units: Index 2010=100

Not seasonally adjusted

Download this entire time series

IMAGE (54KB)

.CSV (3KB)

.XLSX (12KB)

CHARTTABLEMONTHQUARTERYEAR

Time period: AllLast 10 yrsLast 5 yrsCustom

From: Mar 2013To: Feb 2014

CPI: Consumer Price Index (% change)

Source: sample based survey

Download custom data

IMAGE (42KB)

.CSV (2KB)

.XLSX (8KB)

Explore other inflation and price indices time series and datasets

Related time series: D7BT: CPI: Consumer Prices Index

Related datasets: Inflation data collection

View all time series >

View all datasets >

Consumer price indices are important indicators of how the UK economy is performing. The indices are used in many ways by the government, businesses, and society in general. They can affect interest rates, tax allowances, wages, state benefits, pensions, maintenance, contracts and many other payments. They also show the impact of inflation on family budgets and affect the value of the pound in your pocket.

Statistical bulletins and articles that use this time series

Consumer Price Inflation, June 2014

LIVE

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Answer 8 quick questions to help us improve the website

Home > Economy > Inflation and price indices > CPI: Consumer Prices Index (% change)

Time series:

CPI: Consumer Prices Index (% change)

Source dataset: Consumer Price Inflation time series dataset (MM23)

Contact: Phillip Gooding

Release date: 13 June 2017

Next release: 18 July 2017

Series ID: D7GWhat's this?

Units: %

View previous versions

Show data asFrequencyTime period

ChartTable

MonthQuarterYear

AllLast 10 yearsLast 5 yearsCustom

Chart

CPI: Consumer Prices Index (% change)

Source:

Download this time series

Download options

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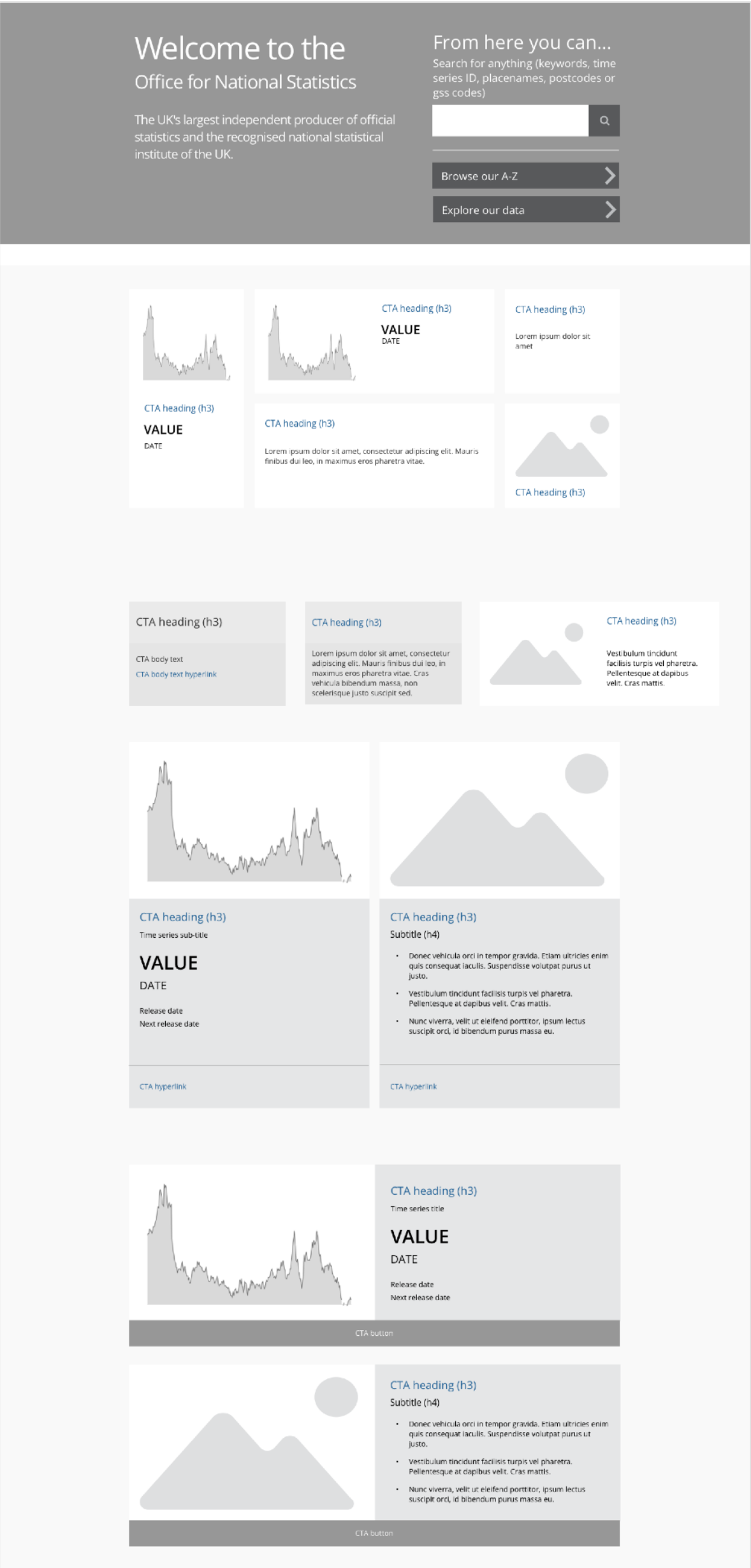
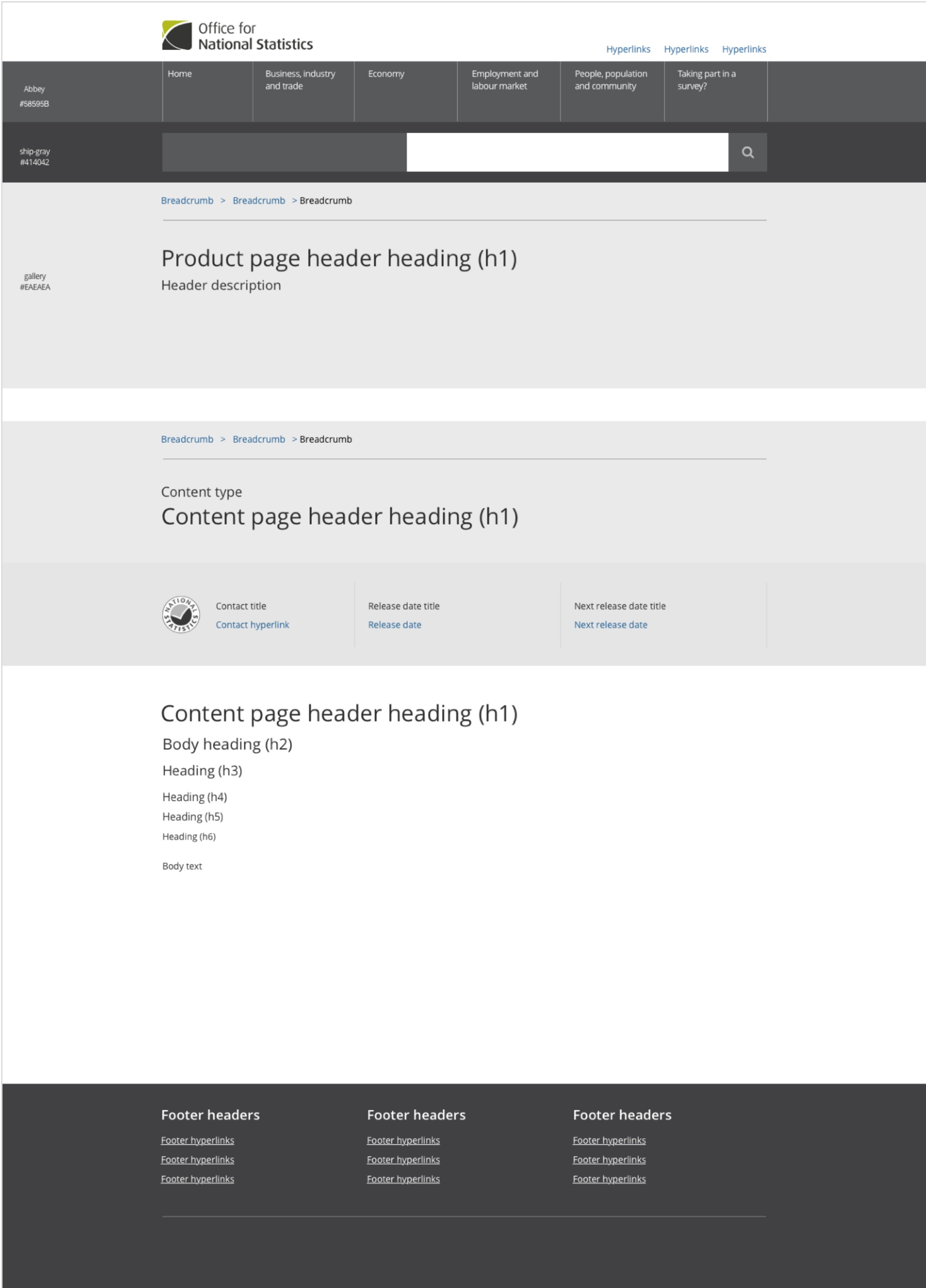
Download full time series as:

Image.csv.xls

PATTERN LIBRARY

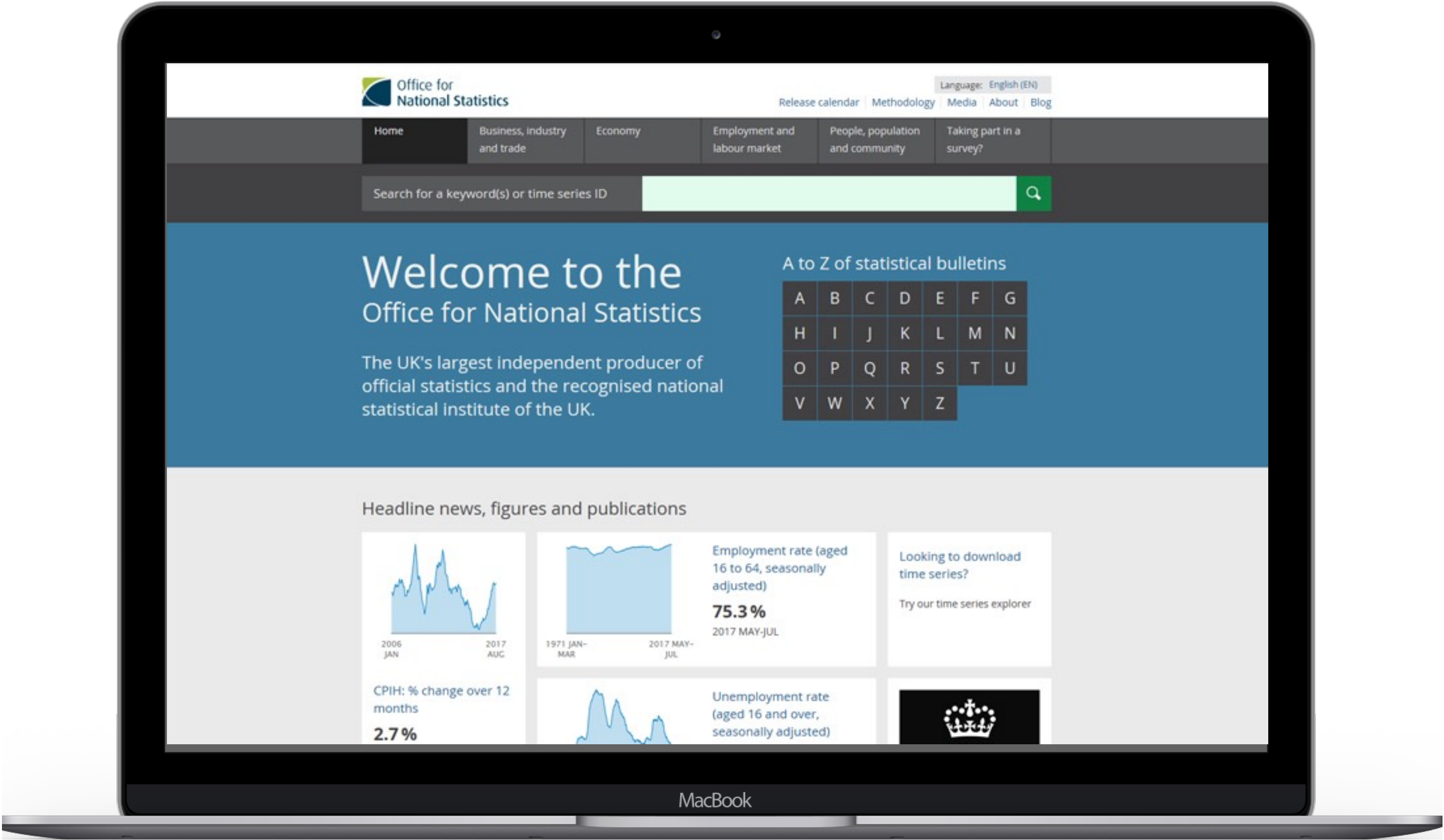
To help the ONS build for the future I created an pattern library in Sketch.

Brand colours, fonts, components and page templates formed the basis of an offline design system that future designs could use.



THE LIVE SERVICE

I presented the user research approach to the Government Digital Service Assessment. Happily, the service passed and the project was approved for live!



THANK YOU

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