

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Software Developer Template 4 – The Employer Reference

## Apprentice details

Name	
ULN number	

## Training provider details

Contact name	
Company name	
Company address	

## Employer details

Name	
Company address	
Signed by:	
Print name:	
Job title:	
Date:	

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer

## Section 1

### Technical competence evaluation

Please provide your evaluation of the technical competence of the apprentice using the tables below. Under each heading is a list of activities that a competent apprentice should be able to demonstrate.

Please indicate your assessment of each competence using the checkboxes, and then provide an overall evaluation of the apprentice's technical competence

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Logic

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Write good quality code (logic) with sound syntax in at least one language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice's competence in logic?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – User Interface

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can develop effective user interfaces for at least one channel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice’s competence in user interface?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Data

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can effectively link code to the database / data sets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice's competence in data?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Test

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can test code and analyse results to correct errors found using either V-model manual testing and / or using unit testing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice’s competence in test?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Problem Solving

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can apply structured techniques to problem solving, can debug code and can understand the structure of programmes in order to identify and resolve issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice’s competence in problem solving?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Design

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can create simple data models and software designs to effectively communicate understanding of the program, following best practices and standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice's competence in design?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.



# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Analysis

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can understand and create basic analysis artefacts, such as user cases and / or user stories?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice’s competence in analysis?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Deployment

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can understand and utilise skills to build, manage and deploy code into enterprise environments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice’s competence in deployment?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Development Lifecycle

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can operate at all stages of the software development lifecycle, with increasing breadth and depth over time with initial focus on build and test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

**What is your overall evaluation of the apprentice’s competence in development lifecycle?**

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Good Practice

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can apply good practice approaches according to the relevant paradigm (for example object oriented, event driven or procedural)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice's competence in good practice?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer

## Competence – Interpret and Follow

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can interpret and follow: <ul style="list-style-type: none"> <li>software designs and functional / technical specifications;</li> <li>company defined 'coding standards' or industry good practice for coding;</li> <li>testing frameworks and methodologies;</li> <li>company, team or client approaches to continuous integration, version and source control?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

### What is your overall evaluation of the apprentice's competence in interpret and follow?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Responding to Business Issues

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can respond to the business environment and business issues related to software development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

**What is your overall evaluation of the apprentice’s competence in responding to business issues?**

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

## Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Operating in Different Environments

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can operate effectively in their own business's, their customers' and the industry's environments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

**What is your overall evaluation of the apprentice's competence in operating in different environments?**

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Competence – Maths

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can apply the maths required to be a software developer (e.g. algorithms, logic and data structures)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice's competence in maths?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Please continue on a separate sheet if required.



# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer

## Section 2

### Behaviours, business skills and level of responsibility evaluation

Please provide an evaluation as to the level of responsibility of the apprentice you are providing a reference for using the tables below. Under each heading is a list of proficiencies that a competent apprentice should display. Please indicate your assessment of the apprentice's proficiency using the checkboxes, and then provide an overall evaluation of the apprentice's proficiency.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Proficiency – Business Skills

In your view, is the apprentice proficient at:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Demonstrating an analytical and systematic approach to issue resolution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works independently and takes responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating effective communication skills and contributing fully to the work of teams?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explores all known options to resolve problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciating the wider business context, and how their role relates to other roles and to the business of the employer or client?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice's business skills?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of proficiency in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Proficiency – Complexity

In your view, is the apprentice proficient at:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Performing a range of work, sometimes complex and non-routine, in a variety of environments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying methodical approaches to issue definition and resolution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice’s proficiency at handing complexity?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of proficiency in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Proficiency – Autonomy

In your view, is the apprentice proficient at:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Working under general direction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively works with others and leads by example?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining when issues should be escalated to a higher level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice's proficiency to work autonomously?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of proficiency in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer Proficiency – Influence

In your view, is the apprentice proficient at:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Having working level contact with customers, suppliers and partners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Externally working with customers, suppliers and partners in a variety of situations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- **Met** – you have observed this behaviour in the apprentice most of the time.
- **Exceeded** – you have observed this behaviour in the apprentice all of the time.
- **Not Met** – you have not observed this behaviour in the apprentice.

## What is your overall evaluation of the apprentice’s ability to influence?

Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of proficiency in this area.

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer

## Section 3

### Professional development

A number of professional development activities have been identified as part of the SFIA<sup>plus</sup> framework to help career development. These activities have been associated with the various levels of responsibility, and the activities listed in the table below represent those that are appropriate for an infrastructure technician apprentice.

In your view, is the apprentice undertaking any of the following professional development activities:	The apprentice is demonstrably undertaking this activity	The apprentice is NOT demonstrably undertaking this activity
Participating in group activities inside or outside the working environment that can assist with the development of interpersonal skills?	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking pro bono (unpaid) activities that can help to develop professional skills or offer additional insight into, or understanding of, their working role?	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking learning in subjects relevant to, but not directly related to, their role (e.g. foreign language courses, mentoring skills, cultural awareness and diversity training), perhaps through self-study or evening classes?	<input type="checkbox"/>	<input type="checkbox"/>
Gaining basic knowledge of the employing organisation, its business, structure, culture, products/services, operations and terminology?	<input type="checkbox"/>	<input type="checkbox"/>
Gaining knowledge of IT activities in the employing organisation external to their function?	<input type="checkbox"/>	<input type="checkbox"/>
Exploring a topic that is not part of their normal responsibilities, and presenting findings to colleagues and/or management?	<input type="checkbox"/>	<input type="checkbox"/>
Attending meetings, seminars and workshops organised by a professional body and reading published material such as journals and web content?	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking learning and practice in the techniques of team and collaborative working. Gaining an understanding of the underlying concepts?	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking learning and practice in oral and written communications, including report writing and presentations?	<input type="checkbox"/>	<input type="checkbox"/>

Information contained within this document has been republished under the terms of the Open Government Licence v3.0 © Crown copyright (2017)

Copyright © BCS 2017

Skills Framework for the Information Age © SFIA Foundation 2003, 2005, 2008, 2011, 2015

SFIA<sup>plus</sup> © The British Computer Society 2004, 2006, 2008, 2011, 2015

Software Developer Template 4 – The Employer Reference

V1.0 November 2017

## Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer

What is your overall evaluation of the apprentice's ability to undertake wider professional development?

Please continue on a separate sheet if required.

# Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Developer

## Section 4

### Overall impressions and constructive feedback

This section is an opportunity for you to provide written feedback outside the rigid competency structure.

It is a free text field to allow you to share general thoughts on the apprentice's performance in case you were unable to say everything you wanted to say using the structured template. For example, you may want to highlight some of the areas where you have not been able to give the apprentice the exposure they would have liked.

We would welcome any general constructive development advice you may wish to give.

Please continue on a separate sheet if required.