Digital Industries Apprenticeship: Standard Specific Guidance for Training Providers – Software Development Technician

Software Development Technician 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 Development Technician

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

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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 simple code for discrete software components following an appropriate logical approach to agreed standards (whether for web, mobile or desktop applications)?	☐	☐	☐

- **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.

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Competence – Security

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
Apply appropriate secure development principles to specific software components at all stages of development?	☐	☐	☐

- **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 security?

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.

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Competence – Development Support

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
Apply industry-standard approaches for configuration management and version control to manage code during build and release?	☐	☐	☐

- **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 support?

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.

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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
Make simple connections between code and defined data sources as specified?	☐	☐	☐

- **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.

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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
Functionally test that the deliverables for that component have been met or not?	☐	☐	☐

- **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 Development Technician

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
Follow basic analysis models such as use cases and process maps?	☐	☐	☐

- **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 Development Technician

Competence – Development Life Cycle

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
Support the software developers at the build and test stages of the software development life cycle?	☐	☐	☐

- **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 life cycle?

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.

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Competence – Quality

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
Follow organisational and industry good coding practices (including those for naming, commenting, etc.)?	☐	☐	☐

- **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 quality?

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.

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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
Solve logical problems, seeking assistance when required (including appropriate mathematical application)?	☐	☐	☐
Respond to the business environment and business issues related to software development?	☐	☐	☐

- **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.

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Competence – Communication

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
Clearly articulate the role and function of software components to a variety of stakeholders (including end-users, supervisors, etc.)?	☐	☐	☐

- **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 communication?

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.

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Competence – Operate Appropriately

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
Operate appropriately in their own business's, their customers' and the industry's environments?	☐	☐	☐

- **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 operate appropriately?

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.

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Competence – User Interfaces

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
Develop user interfaces as appropriate to the organisation's development standards and the type of component being developed?	☐	☐	☐

- **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 interfaces?

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.

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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.

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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?	☐	☐	☐
Works independently and takes responsibility?	☐	☐	☐
Demonstrating effective communication skills and contributing fully to the work of teams?	☐	☐	☐
Explores all known options to resolve problems?	☐	☐	☐
Appreciating the wider business context, and how their role relates to other roles and to the business of the employer or client?	☐	☐	☐

- **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.

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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?	☐	☐	☐
Applying methodical approaches to issue definition and resolution?	☐	☐	☐

- **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.

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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?	☐	☐	☐
Actively works with others and leads by example?	☐	☐	☐
Determining when issues should be escalated to a higher level?	☐	☐	☐

- **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.

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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?	☐	☐	☐
Externally working with customers, suppliers and partners in a variety of situations?	☐	☐	☐

- **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.

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Section 3

Professional development

A number of professional development activities have been identified as part of the SFIA*plus* 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?	☐	☐
Undertaking pro bono (unpaid) activities that can help to develop professional skills or offer additional insight into, or understanding of, their working role?	☐	☐
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?	☐	☐
Gaining basic knowledge of the employing organisation, its business, structure, culture, products/services, operations and terminology?	☐	☐
Gaining knowledge of IT activities in the employing organisation external to their function?	☐	☐
Exploring a topic that is not part of their normal responsibilities, and presenting findings to colleagues and/or management?	☐	☐
Attending meetings, seminars and workshops organised by a professional body and reading published material such as journals and web content?	☐	☐
Undertaking learning and practice in the techniques of team and collaborative working. Gaining an understanding of the underlying concepts?	☐	☐
Undertaking learning and practice in oral and written communications, including report writing and presentations?	☐	☐

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

Please continue on a separate sheet if required.

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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.