



# **BCS Digital Industries Apprenticeship**

## **Standard Specific Guidance for Training Providers**

### **Level 4 Software Tester Apprenticeship**

**Version 5.0**  
**May 2019**

## Change History

Any changes made to the project shall be clearly documented with a change history log. This shall include the latest version number, date of the amendment and changes made. The purpose is to identify quickly what changes have been made.

Version Number and Date	Changes Made
V1.0 September 2017	Documented Created
V2.0 May 2018	Removed typical evidence from all competencies, update to work activities and proficiencies, removal of table 1 knowledge standards
V3.0 February 2019	Updates to proficiencies Business Skills, Complexity, Autonomy and Influence throughout the document
V4.0 April 2019	Updates to proficiencies Business Skills, Complexity, Autonomy and Influence throughout the document
Version 5.0 May 2019	Complete document layout overhaul. Significantly higher criteria updated to align with occupational brief.

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## Purpose of this Document

The purpose of this document is to provide useful information and suggested supporting documentation specific to the Software Tester apprenticeship. It should be read in conjunction with the Standard, Occupational Brief and Assessment Plan and is designed to give training providers some tools to help them build their own programme from training plan through to end point assessment (EPA).

This guide will provide supporting information around how to help the apprentice to meet and go beyond the standard and a number of useful documents to support the training provider in meeting their responsibilities in managing the apprenticeship from training plan through to the EPA.

## Introduction

The BCS Level 4 Software Tester Apprenticeship is one of the suite of Digital Industries Apprenticeships that have been designed by the industry to address skills shortages and meet the ever-changing needs of UK employers.

The BCS website provides the broad view on how to run an apprenticeship programme to the BCS Digital Industries Standard. This document has been designed to give training providers the tools to build their programme and to assist them in helping apprentices and employers towards the successful completion of each element of the EPA.

The areas where a training provider should be involved in ensuring a successful outcome to the apprenticeship are:

- mapping and assessing work against the standard;
- advising the employer and the apprentice on which knowledge modules, vendor or professional certificates and other relevant training and activities are most appropriate for their requirements, and agree a suitable training plan;
- assisting the apprentice with applying knowledge in the workplace;
- acting as an advisor to the apprentice and the employer to ensure the programme remains on track and any concerns are addressed;
- helping the apprentice to select evidence for their summative portfolio;
- supporting the apprentice through the synoptic project;
- confirming the apprentice's readiness for the EPA.

The following series of checklists can be used by the training provider to help manage the process through to completion. Training providers may substitute their own processes and documentation as they see fit in order to effectively manage their key areas of responsibility as set out above.

## The Software Tester Apprentice

The primary role of a Software Tester is to ensure that software operates as intended. Testers typically design and prepare test plans and conduct software testing as appropriate to ensure that software is fit for purpose. They document and report the results of testing activities. They have a good understanding of the software lifecycle and software development practices.

Job titles may be different across different organisations so the role may also be referred to as Software Tester, Software Test Analyst.

## Technical Competence and Behaviour and Relationship Standards

Tables 1 and 2 contain details of the topics that the training provider may decide to cover in their development plans and scheduled work activities in order to stretch the apprentice.

## Table 1 – Software Tester – Technical Competency Standards

The competency standards have been defined to demonstrate that the knowledge learnt has been applied in real work tasks, activities and projects in a business environment. Competencies are assessed throughout the apprenticeship through a combination of the employer reference, the synoptic project and a summative portfolio completed by apprentices from records of the work activities in which they have been involved. The training provider should assist the employer to identify suitable work tasks, activities and projects within the scope of their normal business activities for the apprentice to practice what they have learnt and to demonstrate all the competencies below.

The BCS apprenticeship is mapped to an internationally recognised skills framework and to work activities in which the apprentice would be involved. The following tables set out these competencies and the expected requirements against the work activities that might be demonstrated at and beyond the minimum expectation:

Competency Standard (IfATE Standard)	Expected Requirement (Occupational Brief)	Work Activities Demonstrating Expected Level of Competence
<p>Implements software testing procedures on software applications (including desktop, web, mobile, embedded, mainframe) to ensure agreed errors and security issues are identified, recorded, prioritised and corrected before release.</p>	<p>Apprentices should be competent in implementing a wide range of software testing procedures for their employer context to achieve the desired test outcomes (desktop, web, mobile apps, games, business solutions etc) to identify, prioritise and correct software defects before release.</p> <p>Apprentices should be familiar with the range of industry standard software test management and automation tools that are available and in particular those for their employer context.</p> <ul style="list-style-type: none"> <li>• causes of defects;</li> <li>• role of software testing;</li> <li>• software testing processes, procedures, tools and techniques;</li> <li>• the collation and documentation of information relating to software testing activities;</li> <li>• the range of software testing activities commonly implemented;</li> <li>• test levels: <ul style="list-style-type: none"> <li>○ component testing;</li> <li>○ integration testing;</li> <li>○ system testing;</li> </ul> </li> <li>• acceptance testing.</li> </ul>	<p>Uses normal operating facilities, diagnostic tools, technical manuals, test scripts and systems documentation to identify, diagnose and report on system errors.</p>

Competency Standard (IfATE Standard)	Expected Requirement (Occupational Brief)	Work Activities Demonstrating Expected Level of Competence
<p>Reviews software requirements and specifications for software functionality and security, and defines comprehensive tests and conditions.</p>	<p>Apprentices need to be able to analyse software requirements so that they understand the intended purpose of software being developed. They need to be able to review and validate that each requirement can be tested for so that they can define tests and test conditions, identifying any requirement ambiguities ensuring that they are fixed early in the development life cycle.</p> <ul style="list-style-type: none"> <li>• test analysis and design;</li> <li>• reviewing functional software requirement specification (SRS) documents;</li> <li>• requirements testing;</li> <li>• software tests, test conditions and exit criteria for each requirement;</li> <li>• testing for security.</li> </ul>	<p>Defines test conditions for given requirements.</p> <p>Reviews requirements and specifications and defines test conditions.</p>
<p>Designs simple test strategies for noncomplex projects.</p>	<p>Apprentices should be able to design simple test strategies. A test strategy defines the testing approach to be taken, and identifies the objectives of testing and how they will be achieved. The test strategy is usually defined in a document as an early deliverable in software testing. The components of the test strategy, typically include:</p> <ul style="list-style-type: none"> <li>• testing scope;</li> <li>• the testing process and the level of testing;</li> <li>• test type and the testing approach;</li> <li>• test environment setup;</li> <li>• test data requirements;</li> <li>• test management and automation tools;</li> <li>• risk identification and analysis;</li> <li>• release control.</li> </ul>	<p>Designs and produces re-usable test scripts (including simple automated test scripts and packages), procedures and regression test packs (with expected results) to test new and amended software. Produces plans to test the effect of new and changed software on existing systems.</p>

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Competency Standard (IfATE Standard)	Expected Requirement (Occupational Brief)	Work Activities Demonstrating Expected Level of Competence
<p>Analyses test requirements and designs and prepares a test plan.</p>	<p>Apprentices need to be able to interpret and understand test plans and be able to create a test plan from scratch. The test plan serves as the primary means of communication with members of the software testing project team, testers, peers, managers and other stakeholders. The test plan also helps to manage change during early phases of the project when, as we gather more information, we need to revise the plan.</p> <ul style="list-style-type: none"> <li>• requirements analysis;</li> <li>• test planning process;</li> <li>• creating a test plan;</li> <li>• the components of a test plan: <ul style="list-style-type: none"> <li>○ test scenarios/test objectives that will be validated;</li> <li>○ test schedules;</li> <li>○ roles and responsibilities;</li> <li>○ deliverables;</li> <li>○ test environments;</li> <li>○ tools;</li> <li>○ defect management;</li> <li>○ risks and risk management;</li> <li>○ completion and exit criteria.</li> </ul> </li> </ul>	<p>Analyses test requirements, designs and builds simple test case suites, test scripts, and test procedures, with expected results.</p>

Competency Standard (IfATE Standard)	Expected Requirement (Occupational Brief)	Work Activities Demonstrating Expected Level of Competence
<p>Designs and builds test cases, test scripts, and test procedures, with expected results.</p>	<p>Test cases are documented while the software development team builds the software system that help test the system once it is ready, test cases focus on how to test each requirement in the software requirements specification and defines the expected results.</p> <ul style="list-style-type: none"> <li>• functional and non-functional testing;</li> <li>• creating detailed test cases and test scripts;</li> <li>• test conditions for test cases;</li> <li>• the expected results for each test case.</li> </ul>	<p>Ensures that all tasks and procedures are carried out effectively and efficiently to agreed levels of service or specific requirements of Service or Operational Level Agreements. If required, gathers and records service level information.</p>
<p>Develops and collects representative and realistic test data.</p>	<p>Preparing realistic test data is a core part of defining the test environment setup. Software testers should create their own test data additional to the existing standard production data. Test data should be defined as the ideal data set in terms of testing quality, cost and time. Test cases need input data for any kind of test that is to be implemented. Testers should check and update the test data before execution of any test case.</p> <ul style="list-style-type: none"> <li>• test data types;</li> <li>• test data preparation;</li> <li>• the testers responsibility in creating their own test data according to testing needs;</li> <li>• the role of common test data;</li> <li>• cost, quality and time constraint for preparing; test data and running tests.</li> </ul>	<p>Applies appropriate analysis methods and interprets the results.</p>

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Competency Standard (IfATE Standard)	Expected Requirement (Occupational Brief)	Work Activities Demonstrating Expected Level of Competence
<p>Conducts a range of different software testing types (including Unit Testing, Integration Testing, Functional and Non-Functional Testing, System Testing, Stress Testing, Performance Testing, Usability Testing, Acceptance Testing, Regression Testing and Exploratory Testing); interpreting and executing sets of moderately complex test scripts using agreed methods and standards.</p>	<p>Test execution includes the execution of test cases or test scripts, manually or in an automated way, the logging of test results, comparison of the expected and actual results, reporting the incidents and retesting the fixed bugs. Test execution follows the defined process of the test execution activities</p> <ul style="list-style-type: none"> <li>• software testing techniques;</li> <li>• executing different types of test as defined in the testing plan;</li> <li>• assigning the test cases in each test suite to testers for execution;</li> <li>• defect and bug reporting;</li> <li>• reporting status, and dynamic planning and prioritisation;</li> <li>• report testing test cycle findings and status.</li> </ul>	<p>Checks test results, and documents test failures and successes compared with pre-determined criteria, in accordance with agreed standards.</p> <p>Uses in-depth technical analysis of both functional and non-functional specifications (such as reliability, efficiency, usability, performance and portability) to determine test requirements. Specifies requirements for environment, data, resources and tools.</p>

Competency Standard (IfATE Standard)	Expected Requirement (Occupational Brief)	Work Activities Demonstrating Expected Level of Competence
<p>Accurately records the outcomes of test activities and maintains accurate test records and reports.</p>	<p>In software testing there are two outcomes, a test pass or fail. If a test fails then the details need to be recorded and archived so that they can be reviewed quickly and accurately to analyse the error that caused the test to fail. If a test passes the test pass record becomes the evidence that the test was executed and passed.</p> <ul style="list-style-type: none"> <li>• documenting testing activities and test outcomes;</li> <li>• recording test executions, test passes and test failures;</li> <li>• logging new defects into the defect tracking system;</li> <li>• user acceptance testing results should be recorded including the user interaction leading up to a test failure.</li> </ul>	<p>Checks test results, and documents test failures and successes compared with pre-determined criteria.</p> <p>Records explicit details of failing test cases, such that delivery teams can understand and reproduce issues found.</p> <p>Monitors progress, and documents test failures and successes compared with pre-defined criteria, creating traceability records, from test cases back to requirements, in accordance with agreed standards.</p>
<p>Assesses test results against expected results and acceptance criteria and through traceability to requirements.</p>	<p>It is important to assess test results to identify any arising defects or bugs. There are a wide variety of causes of software defects (errors and bugs) which may cause software not to operate as intended.</p> <ul style="list-style-type: none"> <li>• determining and reporting root causes for test failures;</li> <li>• compare actual results with expected results;</li> <li>• report discrepancies as incidents.</li> </ul>	<p>Checks test results, and documents test failures and successes compared with pre-determined criteria, in accordance with agreed standards.</p>

Competency Standard (IfATE Standard)	Expected Requirement (Occupational Brief)	Work Activities Demonstrating Expected Level of Competence
Presents and communicates results effectively using appropriate communication styles and media.	Test monitoring provides visibility and progress about test activities. Test reporting is concerned with summarising information about the nature of the software object under test and whether test criteria are being met. <ul style="list-style-type: none"> <li>• monitoring test results and test progression;</li> <li>• present software test results;</li> <li>• communicate software test results to different stakeholders.</li> </ul>	Arranges, prepares and facilitates client / users' meetings and presents issues and solutions both orally and in writing.

Competency Standard (IfATE Standard)	Expected Requirement (Occupational Brief)	Work Activities Demonstrating Expected Level of Competence
<p>Operates the organisation's software testing tools effectively and follows procedures and techniques correctly</p>	<p>Software testing tools can increase efficiency and reliability of software testing and speed up the process in order to more reliably meet deadlines.</p> <p>There are a wide range of open source and vendor software testing tools in the market. The tools are divided into different categories as follows:</p> <ul style="list-style-type: none"> <li>• Test management tools;</li> <li>• Functional testing tools;</li> <li>• Load testing tools;</li> <li>• Bug tracking tools;</li> </ul> <p>There are also a range of Automation Testing Tools:</p> <ul style="list-style-type: none"> <li>• the classification of the major types of software test tools;</li> <li>• an overview of the major functional testing tools and their application;</li> <li>• overview of test management and bug tracking tools;</li> <li>• how to perform automated testing;</li> <li>• benefits and risks of automated testing;</li> <li>• factors for choosing a particular tool.</li> </ul>	<p>Uses normal operating facilities, diagnostic tools, technical manuals, test scripts and systems documentation to identify, diagnose and report on system errors.</p>

Competency Standard (IfATE Standard)	Expected Requirement (Occupational Brief)	Work Activities Demonstrating Expected Level of Competence
Complies with relevant legislation and internal/external standards related to software testing and software security.	<p>Apprentices should be aware of the standards and procedures to follow during software testing, as well as sector specific legislation and standards. Also, they should be aware of code of ethics for accessing private and sensitive data.</p> <p>Software testing is defined in BS 7925-1 as the "process of exercising software to verify that it satisfies specified requirements and to detect errors".</p> <ul style="list-style-type: none"> <li>• organisational standards for software testing;</li> <li>• sectoral standards and legislation legislation (e.g. insurance, food, health, automotive etc.);</li> <li>• National and international standards for software testing: <ul style="list-style-type: none"> <li>○ the International Software Testing Standard - ISO/IEC/IEEE29119SoftwareTesting;</li> <li>○ IEEE 829-2008, also known as the 829 Standard for Software and System Test Documentation;</li> <li>○ BS 7925-1;</li> </ul> </li> <li>• code of ethics for accessing private data.</li> </ul>	Interprets and executes complex test scripts using agreed methods and standards.
Advises and supports others on testing processes and procedures.	<p>Apprentices should be able to inform and advise a wide range of stakeholders on software testing processes, procedures and outcomes.</p> <ul style="list-style-type: none"> <li>• Inform, advise and guide others on all aspects of software testing activities, including best practice.</li> </ul>	Guides team members on the practices of testing and prioritises their tasks to achieve results ready for milestones.

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Competency Standard (IfATE Standard)	Expected Requirement (Occupational Brief)	Work Activities Demonstrating Expected Level of Competence
Completes allocated tasks in accordance with the organisation's reporting and quality systems.	Completes allocated tasks in accordance with the organisation's reporting and quality systems.	Prioritises sets of tests in order to carry out those most important within a limited timebox.
Operates within service level agreements.	Operates within service level agreements.	Uses the facilities of the tools and systems available to monitor and report on regular activities which are subject to the Service Level Management process and SLA OR OLA such as job activity, transaction processing, network activity, database activity, etc. Understands the use of service level agreement metrics. Monitors the levels of performance achieved, keeping detailed and clear metrics, and records all deviations from service levels agreed.



Below are the criteria for demonstrating if the apprentice is working at a significantly higher level than the expected level of competence:

Criteria for Demonstrating Significantly Higher Competencies.	Key Indicators
Understands and applies a wide range of tools and methods.	This must be in addition to the range of tools required for a pass and demonstrate solid breadth and depth of knowledge, application and purpose of the tools used.
Accurately and appropriately applies and effectively implements the right tools and methods in a variety of different situations.	These situations / tasks must show a wide range and breadth of situations and be in addition to normal day to day work
A sophisticated user - fully exploits the functionality/capability of the tools and methods.	This must demonstrate solid breadth and depth of functionality, application and purpose of the tools selected.  That they have researched and understood the rationale for use and not just taken directions from others in the selection.
Extensive and deep understanding of different tools and methods and how and why they can be applied in different contexts.	This must demonstrate breadth and depth of the tools selected, why they have been selected and their appropriateness for the different tasks and uses.
Deals confidently and capably with a high level of interrelated and interdependent factors in their work.	This must demonstrate a confident and consistent approach to all areas of their work (both mundane and interesting work).  They should have a thorough understanding and appreciation of their reliance and actions on others work.

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### Table 3 – Generic Behaviour and Relationship Standards

The behaviour and relationship standards have been defined to demonstrate that the apprentice applies the good behaviours and interpersonal skills that are needed in a business environment. Behaviours and business relationship skills are assessed throughout the apprenticeship through a combination of the employer reference, the synoptic project and a summative portfolio, which is completed by apprentices from records of the work activities in which they have been involved. The training provider could assist the apprentice by offering some additional soft skills training over and above their apprenticeship. The apprenticeship standard sets out the attributes required within the occupation brief, which can be accessed via the Apprenticeship section of [www.bcs.org](http://www.bcs.org).

Behaviour and Relationship Standard	Expected Requirement
Apprentices can demonstrate the full range of skills, knowledge and behaviours required to fulfil their job role.	<p>Knows what skills, knowledge and behaviours are needed to do the job well.            Are aware of their own strengths in the job role, and any areas for improvement.            Appreciate who else is important, for them to do their job and fulfil the role effectively (e.g. colleagues, managers, other stakeholders).            Are aware of potential risks in the job role (e.g. security, privacy, regulatory).            Use personal attributes effectively in the role, e.g. entrepreneurship.            Understand how the job fits into the organisation as a whole.</p>
Apprentices can demonstrate how they contribute to the wider business objectives and show an understanding of the wider business environments.	<p>Understands the goals, vision and values of the organisation.            Aware of the commercial objectives of the tasks/ projects they are working on.            Understands their role in meeting or exceeding customers' requirements and expectations.            Is in tune with the organisation's culture.            Aware of the position and contribution of the organisation in the economy.            Understands the key external factors that shape the way the organisation function, e.g. regulation.            Knows how the organisation can gain advantage in the industry, e.g. through innovation, technology, customer service etc.</p>

Behaviour and Relationship Standard	Expected Requirement
<p>Apprentices can demonstrate the ability to use both logical and creative thinking skills when undertaking work tasks, recognising and applying techniques from both.</p>	<p>Logical thinking:</p> <ul style="list-style-type: none"> <li>• Understands initial premise(s) and preconditions;</li> <li>• Recognises the conclusion to be reached;</li> <li>• Proceeds by rational steps;</li> <li>• Evaluates information, judging its relevance and value;</li> <li>• Supports conclusions, using reasoned arguments and evidence.</li> </ul> <p>Creative thinking:</p> <ul style="list-style-type: none"> <li>• Explores ideas and possibilities;</li> <li>• Makes connections between different aspects;</li> <li>• Adapts ideas and approaches as conditions or circumstances change.</li> </ul>
<p>Apprentices can show that they recognise problems inherent in, or emerging during, work tasks, and can tackle them effectively.</p>	<p>Problem-solving:</p> <ul style="list-style-type: none"> <li>• Analyses situations;</li> <li>• Defines goals;</li> <li>• Develops solutions;</li> <li>• Prioritises actions;</li> <li>• Deals with unexpected occurrences.</li> </ul>

Behaviour and Relationship Standard	Expected Requirement
<p>Apprentices can manage relationships with work colleagues, including those in more senior roles, customers / clients and other stakeholders, internal or external, and as appropriate to their roles, so as to gain their confidence, keep them involved and maintain their support for the task / project in hand.</p> <p>Apprentices can establish and maintain productive working relationships, and can use a range of different techniques for doing so.</p>	<p>Managing relationships:</p> <ul style="list-style-type: none"> <li>• Understands the value and importance of good relationships;</li> <li>• Influences others by listening to and incorporating their ideas and views;</li> <li>• Acknowledges other people’s accomplishments and strengths;</li> <li>• Manages conflict constructively;</li> <li>• Promotes teamwork by participation;</li> </ul> <p>Customer/client relationships:</p> <ul style="list-style-type: none"> <li>• Understands their requirements, including constraints and limiting factors;</li> <li>• Sets reasonable expectations;</li> <li>• Involves them in decisions and actions;</li> <li>• Interacts positively with them;</li> <li>• Provides a complete answer in response to queries (‘transparency’, ‘full disclosure’);</li> </ul> <p>Stakeholders:</p> <ul style="list-style-type: none"> <li>• Understands who they are and what their ‘stake’ is;</li> <li>• Prioritises stakeholders in terms of their importance, power to affect the task and interest in it;</li> <li>• Uses stakeholders’ views to shape projects early on;</li> <li>• Gains support from stakeholders, e.g. to win resources;</li> <li>• Agrees objectives.</li> </ul>

Behaviour and Relationship Standard	Expected Requirement
<p>Apprentices can communicate effectively with a range of people at work, one-to-one and in groups, in different situations and using a variety of methods.</p> <p>Apprentices can demonstrate various methods of communication, with an understanding of the strengths, weaknesses and limitations of these, the factors that may disrupt it, and the importance of checking other people's understanding.</p>	<p>Intention/purpose:</p> <ul style="list-style-type: none"> <li>• Understands the purpose of communicating in a particular situation or circumstance (e.g. inform, instruct, suggest, discuss, persuade, negotiate etc.);</li> <li>• Checks that the person/people with whom one is communicating also understand the purpose;</li> <li>• Is sensitive to the dynamics of the situation;</li> <li>• Is aware of anything that might disrupt the effectiveness of the communication (e.g. status, past history, environment);</li> </ul> <p>Method:</p> <ul style="list-style-type: none"> <li>• Chooses a good, appropriate method for the situation;</li> <li>• Aware of the limitations of the chosen method, and the possible risks of miscommunication (e.g. ambiguity);</li> <li>• Takes account of the affective dimensions of the method (e.g. body language, tone of voice, eye contact, facial expression etc.);</li> </ul> <p>Execution:</p> <ul style="list-style-type: none"> <li>• Expresses self clearly and succinctly, but not over-simplifying;</li> <li>• Checks that the other person/people understand what is being expressed;</li> <li>• Takes account of the potential barriers to understanding (e.g. filtering, selective perception, information overload);</li> <li>• Modifies the purpose and methods of communication during a situation in response to cues from the other person/people.</li> </ul>

These attributes are difficult to measure and are subjective in nature so cannot guarantee that any greater level of competence or proficiency is being demonstrated. The BCS apprenticeship is mapped to the Skills Framework for the Information Age (SFIA), an internationally recognised skills framework and to observable activities that an apprentice working to the level of responsibility appropriate for the role should demonstrate. Accordingly, the proficiencies that should be demonstrated by the apprentice are shown below.

Proficiency Standard	Work Activities Demonstrating Expected Level of Competence
Business skills	<p>Demonstrates an analytical and systematic approach to issue resolution.</p> <p>Takes the initiative in identifying and negotiating appropriate personal development opportunities.</p> <p>Demonstrates effective communication skills.</p> <p>Contributes fully to the work of teams.</p> <p>Plans, schedules and monitors own work (and that of others where applicable) competently within limited deadlines and according to relevant legislation, standards and procedures.</p> <p>Appreciates the wider business context, and how their role relates to other roles and to the business of the employer or client.</p>
Complexity	<p>Performs a range of work, sometimes complex and non-routine, in a variety of environments.</p> <p>Applies a methodical approach to issue definition and resolution.</p> <p>Undertakes all work in accordance with agreed safety, technical and quality standards, using appropriate methods and tools.</p>
Influence	<p>Interacts with and influences colleagues.</p> <p>Has working level contact with customers, suppliers and partners.</p> <p>May supervise others or make decisions which impact the work assigned to individuals or phases of projects.</p> <p>Makes decisions which influence the success of projects and team objectives.</p>

<b>Proficiency Standard</b>	<b>Work Activities Demonstrating Expected Level of Competence</b>
Autonomy	<p>Works under general direction.</p> <p>Uses discretion in identifying and responding to complex issues and assignments.</p> <p>Usually receives specific instructions and has work reviewed at frequent milestones.</p> <p>Determines when issues should be escalated to a higher level.</p>

Below are the criteria for demonstrating if the apprentice is working at a significantly higher level than the expected level of proficiency:

<b>Proficiency Standard</b>	<b>Work Activities Demonstrating Competence Beyond the Minimum Expected</b>
Business skills	<p>Works independently and takes high level of responsibility.</p> <p>Undertakes work that is more complex, more critical or more difficult.</p> <p>Independently demonstrates an ability to extend or enhance their approach to work and the quality of outcomes.</p> <p>Doesn't just solve the problem but explores creative or innovative options to do it better, more efficiently, more elegantly or to better meet customer needs.</p> <p>Shows strong project management skills, in defining problem, identifying solutions and making them happen.</p>
Complexity	<p>Demonstrates a disciplined approach to execution, harnessing resources effectively.</p> <p>Drives solutions – with strong goal focused and appropriate level of urgency.</p>
Influence	<p>Externally – works with customers, suppliers and partners in a variety of situations.</p> <p>Actively inspires and leads others, takes others with them, leads by example.</p>

Proficiency Standard	Work Activities Demonstrating Competence Beyond the Minimum Expected
Autonomy	<p data-bbox="618 276 1709 304">Internally – works alone, 1:1, in a team and across the company with colleagues at all levels.</p> <p data-bbox="618 336 1856 365">Reads situations, adapts behaviours, and communicates appropriately for the situation and the audience.</p> <p data-bbox="618 397 2002 458">Can be trusted to deliver, perform and behave professionally, manages and delivers against expectations, proactively updates colleagues and behaves in line with the highest values and business ethics.</p>



## Software Tester Apprentice Templates

The following templates are designed to support the training provider, and will take them from training and development planning, through to the EPA readiness check. As with the tables above they can be used by the training provider to help them manage the process through to completion, although training providers may also substitute their own processes and documentation as they see fit in order to effectively manage their programme.

## Template 1 – Training and Development Plan

### Apprentice Details

Name	
ULN number	

### Employer Details

Contact name	
Company name	
Company address	

### Training Provider Details

Contact name	
Company name	
Company address	

## Role Mapping Against the Software Tester Standard

For each area of technical and behavioural competence an overall evaluation should be provided on a three-point scale to show how often this competence is required during the normal work carried out by the employer:

- competence is applied most of the time;
- competence is applied some of the time;
- competence is rarely required.

This evaluation could form the basis of an ongoing review with the apprentice on a regular basis.

## Workplace Competence Map

This template shows the type of activities that are identified in the apprenticeship standard.

It is recognised that there are differences between the types of work carried out by different employers, so this template provides the opportunity to include any other activity that demonstrates the apprentice's competence during their normal duties.

The tables below could be used to make an evaluation of the apprentice's work environment and detail the work activities that a competent apprentice should be able to undertake. This activity should then lead to a discussion to identify any gaps with the employer and make a plan to redress the balance.

Competency Standard	Is the apprentice required to demonstrate the competency in the normal course of work?		
	Most of the Time	Some of the Time	Rarely
Implements software testing procedures on software applications (including desktop, web, mobile, embedded, mainframe) to ensure agreed errors and security issues are identified, recorded, prioritised and corrected before release.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews software requirements and specifications for software functionality and security, and defines comprehensive tests and conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designs simple test strategies for non-complex projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyses test requirements and designs and prepares a test plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designs and builds test cases, test scripts, and test procedures, with expected results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops and collects representative and realistic test data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Competency Standard	Is the apprentice required to demonstrate the competency in the normal course of work?		
	Most of the Time	Some of the Time	Rarely
Conducts a range of different software testing types (including Unit Testing, Integration Testing, Functional and Non-Functional Testing, System Testing, Stress Testing, Performance Testing, Usability Testing, Acceptance Testing, Regression Testing and Exploratory Testing); interpreting and executing sets of moderately complex test scripts using agreed methods and standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately records the outcomes of test activities and maintains accurate test records and reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses test results against expected results and acceptance criteria and through traceability to requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents and communicates results effectively using appropriate communication styles and media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operates the organisation's software testing tools effectively and follows procedures and techniques correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complies with relevant legislation and internal/external standards related to software testing and software security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advises and supports others on testing processes and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes allocated tasks in accordance with the organisation's reporting and quality systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operates within service level agreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What is your overall evaluation of the apprentice's opportunity to demonstrate the technical competencies in the employer's normal workplace environment?**

Please continue on a separate sheet if required.

## Knowledge Module Training Plan

The knowledge standards define learning that should take place during the apprenticeship, both through the training provider activities and the apprentice's independent learning. The training provider should work with the employer to identify appropriate training for the apprentice to meet the requirements of the standard and the employer should identify opportunities within the scope of their normal business activities for the apprentice to demonstrate what they have learnt.

Knowledge and understanding will be delivered through BCS qualifications and vendor certifications in accordance with the standard.

## Training Plan – Knowledge

BCS qualification	Selected	Vendor certification alternatives (or their direct replacement)	Selected
Knowledge Module 1: Testing Tools (for Level 4 Software Tester Apprenticeship) <b>NOT AVAILABLE</b>	<input type="checkbox"/>	ISTQB Certified Tester Foundation Level	<input type="checkbox"/>
Knowledge Module 2: Testing Concepts (for Level 4 Software Tester Apprenticeship) <b>NOT AVAILABLE</b>	<input type="checkbox"/>	ISTQB Certified Tester Foundation Level BCS Intermediate Certificate in Software Testing	<input type="checkbox"/> <input type="checkbox"/>

## Technical Competence Development Plan

The following template may be used to ensure that the apprentice will be given the opportunity to demonstrate each of the required technical competencies stated in the standard.

	Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Implements software testing procedures on software applications (including desktop, web, mobile, embedded, mainframe) to ensure agreed errors and security issues are identified, recorded, prioritised and corrected before release.			
<b>How will this be ensured?</b>			

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Reviews software requirements and specifications for software functionality and security, and defines comprehensive tests and conditions.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Designs simple test strategies for noncomplex projects.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Analyses test requirements and designs and prepares a test plan.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Designs and builds test cases, test scripts, and test procedures, with expected results.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Develops and collects representative and realistic test data.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Conducts a range of different software testing types (including Unit Testing, Integration Testing, Functional and Non-Functional Testing, System Testing, Stress Testing, Performance Testing, Usability Testing, Acceptance Testing, Regression Testing and Exploratory Testing); interpreting and executing sets of moderately complex test scripts using agreed methods and standards.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Accurately records the outcomes of test activities and maintains accurate test records and reports.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Assesses test results against expected results and acceptance criteria and through traceability to requirements.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Presents and communicates results effectively using appropriate communication styles and media.		
<b>How will this be ensured?</b>		



Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Operates the organisation's software testing tools effectively and follows procedures and techniques correctly.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Complies with relevant legislation and internal/external standards related to software testing and software security.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Advises and supports others on testing processes and procedures.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Completes allocated tasks in accordance with the organisation's reporting and quality systems.		
<b>How will this be ensured?</b>		

Responsibility	Employer <input type="checkbox"/>	Training Provider <input type="checkbox"/>
Operates within service level agreements.		
<b>How will this be ensured?</b>		

## Template 2 – Weekly Diary

Week number	Activities completed	Competencies displayed	Supporting evidence

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## Template 3 – Periodic Workplace Competence Assessment and Remedial Action Plan

This template can be used to track the competencies being applied in the workplace on a continual / periodic basis. The training provider can then discuss any gaps with the employer and make a plan to redress the balance.

### Competence assessment

<b>Is the apprentice meeting the minimum competence standard?</b>	<input type="checkbox"/>
Implements software testing procedures on software applications (including desktop, web, mobile, embedded, mainframe) to ensure agreed errors and security issues are identified, recorded, prioritised and corrected before release.	
<b>What should the apprentice start, stop or continue doing in order to develop this competence?</b>	

<b>Is the apprentice meeting the minimum competence standard?</b>	<input type="checkbox"/>
Reviews software requirements and specifications for software functionality and security, and defines comprehensive tests and conditions.	
<b>What should the apprentice start, stop or continue doing in order to develop this competence?</b>	

Is the apprentice meeting the minimum competence standard?

Designs simple test strategies for non-complex projects.

**What should the apprentice start, stop or continue doing in order to develop this competence?**

Is the apprentice meeting the minimum competence standard?

Analyses test requirements and designs and prepares a test plan.

**What should the apprentice start, stop or continue doing in order to develop this competence?**

Is the apprentice meeting the minimum competence standard?

Designs and builds test cases, test scripts, and test procedures, with expected results.

**What should the apprentice start, stop or continue doing in order to develop this competence?**

Is the apprentice meeting the minimum competence standard?

Develops and collects representative and realistic test data.

**What should the apprentice start, stop or continue doing in order to develop this competence?**

Is the apprentice meeting the minimum competence standard?

Conducts a range of different software testing types (including Unit Testing, Integration Testing, Functional and Non-Functional Testing, System Testing, Stress Testing, Performance Testing, Usability Testing, Acceptance Testing, Regression Testing and Exploratory Testing); interpreting and executing sets of moderately complex test scripts using agreed methods and standards.

**What should the apprentice start, stop or continue doing in order to develop this competence?**

Is the apprentice meeting the minimum competence standard?

Accurately records the outcomes of test activities and maintains accurate test records and reports.

**What should the apprentice start, stop or continue doing in order to develop this competence?**

<b>Is the apprentice meeting the minimum competence standard?</b>	<input type="checkbox"/>
Assesses test results against expected results and acceptance criteria and through traceability to requirements.	
<b>What should the apprentice start, stop or continue doing in order to develop this competence?</b>	

<b>Is the apprentice meeting the minimum competence standard?</b>	<input type="checkbox"/>
Accurately records the outcomes of test activities and maintains accurate test records and reports.	Presents and communicates results effectively using appropriate communication styles and media
<b>What should the apprentice start, stop or continue doing in order to develop this competence?</b>	

<b>Is the apprentice meeting the minimum competence standard?</b>	<input type="checkbox"/>
Operates the organisation's software testing tools effectively and follows procedures and techniques correctly.	

**What should the apprentice start, stop or continue doing in order to develop this competence?**

**Is the apprentice meeting the minimum competence standard?**

Complies with relevant legislation and internal/external standards related to software testing and software security.

**What should the apprentice start, stop or continue doing in order to develop this competence?**

**Is the apprentice meeting the minimum competence standard?**

Advises and supports others on testing processes and procedures.

**What should the apprentice start, stop or continue doing in order to develop this competence?**

**Is the apprentice meeting the minimum competence standard?**

Completes allocated tasks in accordance with the organisation's reporting and quality systems.



**What should the apprentice start, stop or continue doing in order to develop this competence?**

--

**Is the apprentice meeting the minimum competence standard?**

Operates within service level agreements.

**What should the apprentice start, stop or continue doing in order to develop this competence?**

--

## Remedial action plan

An important function of the training provider is to act as an advisor to the apprentice and the employer to ensure that the programme remains on track and any concerns are addressed. The training provider should agree how best to provide ongoing assistance / advice throughout the apprenticeship, possibly as part of their contract / service agreement with the apprentice's employer.

If any remedial action is required, the table below could be used to record it.

--

Please continue on a separate sheet as required.

## Template 4 – The Employer Reference

### Overview

This template and guidance will assist the training provider in supporting the employer when completing the employer reference, which forms a key part of the EPA. The intent of the employer reference is for the employer to support the apprentice by validating the evidence that they have submitted for EPA.

The employer will be asked to provide an overall evaluation of the apprentice for each area of technical competence and behavioural proficiency, giving detail of how the apprentice meets each requirement.

This guidance shows the type of activities that could demonstrate the required competencies and behaviours being applied in the workplace. There are always differences between individual employers and their requirements so there is the opportunity for the employer to include any other activity that they think demonstrates the apprentice's competence. It should be completed by a senior member of the team, who is able to comment directly on work activities.

The apprenticeship standards are designed to cover a wide range of different job roles so there may be a small number of areas within these mandatory requirements that are not naturally occurring within the day-to-day duties of the apprentice. If it is not possible for the apprentice to demonstrate competence within their duties, a synoptic project should be selected that will allow the apprentice to demonstrate that they are competent in criteria that they are not exposed to during their normal working activities.

The template is provided as a standalone editable document and can be found on the BCS Accredited Provider area. This should be completed by the employer and submitted for review as part of the EPA.

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## Template 5 – Summative Portfolio Checklist

This template will support the training provider in working with the apprentice and employer to ensure the successful completion of the summative portfolio.

The checklists can be used by training providers to help them manage the process through to completion, although training providers may also substitute their own processes and documentation as they see fit.

The apprentice should gather artefacts and record information that can evidence their activities undertaken in the workplace. The portfolio of evidence should demonstrate that the apprentice can fulfil the full range of competencies which are required by the standard, as shown in this template.

The apprenticeship standards are designed to cover a wide range of different job roles so there may be a small number of areas within these mandatory requirements that are not naturally occurring within the day-to-day duties of the apprentice. If it is not possible for the apprentice to demonstrate competence within their summative portfolio, a synoptic project should be selected that will allow the apprentice to demonstrate that they are competent in criteria that they are not exposed to during their normal working activities.

The template is provided as a standalone editable document and can be found on the BCS Accredited Provider area.

## Template 6 – EPA Readiness Check

This template is to support the training provider in assessing whether the apprentice has met the criteria for the EPA, as defined in the standard.

Is the apprentice ready?	<input type="checkbox"/>
Implements software testing procedures on software applications (including desktop, web, mobile, embedded, mainframe) to ensure agreed errors and security issues are identified, recorded, prioritised and corrected before release.	
<b>Comments</b>	

Is the apprentice ready?	<input type="checkbox"/>
Reviews software requirements and specifications for software functionality and security, and defines comprehensive tests and conditions.	
<b>Comments</b>	

Is the apprentice ready?	<input type="checkbox"/>
Designs simple test strategies for noncomplex projects.	
<b>Comments</b>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
Analyses test requirements and designs and prepares a test plan.	
<b>Comments</b>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
Designs and builds test cases, test scripts, and test procedures, with expected results.	
<b>Comments</b>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
Develops and collects representative and realistic test data.	
<b>Comments</b>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
<p>Conducts a range of different software testing types (including Unit Testing, Integration Testing, Functional and Non-Functional Testing, System Testing, Stress Testing, Performance Testing, Usability Testing, Acceptance Testing, Regression Testing and Exploratory Testing); interpreting and executing sets of moderately complex test scripts using agreed methods and standards.</p>	
<p><b>Comments</b></p>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
<p>Accurately records the outcomes of test activities and maintains accurate test records and reports.</p>	
<p><b>Comments</b></p>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
<p>Assesses test results against expected results and acceptance criteria and through traceability to requirements.</p>	
<p><b>Comments</b></p>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
Presents and communicates results effectively using appropriate communication styles and media.	
<b>Comments</b>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
Operates the organisation's software testing tools effectively and follows procedures and techniques correctly.	
<b>Comments</b>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
Complies with relevant legislation and internal/external standards related to software testing and software security.	
<b>Comments</b>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
Advises and supports others on testing processes and procedures.	
<b>Comments</b>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
Completes allocated tasks in accordance with the organisation's reporting and quality systems.	
<b>Comments</b>	

<b>Is the apprentice ready?</b>	<input type="checkbox"/>
Operates within service level agreements.	
<b>Comments</b>	



## Professional Development

### Activities Plan

BCS has defined a number of professional development activities that support wider professional and 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 apprentice.

Training providers may wish to engage in assisting the apprentice in some of these activities as they can contribute towards the portfolio of evidence. The recommended activities include those shown below.

Professional Development Activities	Appropriate to the Role	Agreed with Apprentice and Employer
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 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. 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"/>

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## Activities Typical Evidence

Areas of additional professional development activities that might be undertaken and associated typical evidence are shown below.

Professional Development Topic	Objectives	Typical Evidence
Understanding organisation	<p>Gaining basic knowledge of the employing organisation, its business, structure, culture, products/services, operations and terminology.</p> <p>Gaining knowledge of IT activities in the employing organisation external to their function.</p>	<ul style="list-style-type: none"> <li>• organisation charts;</li> <li>• company annual reports;</li> <li>• company website;</li> <li>• documents or reports from other areas of the business.</li> </ul>
Additional business skills	<p>Undertaking learning and practice in the techniques of team and collaborative working. Gaining an understanding of the underlying concepts.</p> <p>Undertaking learning and practice in oral and written communications, including report writing and presentations.</p> <p>Learning from experience and mistakes and applying the lessons as part of continuous improvement.</p>	<ul style="list-style-type: none"> <li>• presentations, reports or minutes of meetings that demonstrate communication skills, report writing abilities and collaborative activities;</li> <li>• evidence of reviewing their work and suggesting improvements or critically appraising what they did and what they learned from it.</li> </ul>
External activities	<p>Participating in group activities inside or outside the working environment that can assist with the development of interpersonal skills.</p> <p>Undertaking pro bono (unpaid) activities that can help to develop professional skills or offer additional insight into, or understanding of, their working role.</p>	<ul style="list-style-type: none"> <li>• evidence of meetings attended through continuous professional development records;</li> <li>• evidence of activities undertaken.</li> </ul>

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Professional Development Topic	Objectives	Typical Evidence
Additional learning	<p>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.</p> <p>Exploring a topic that is not part of their normal responsibilities, and presenting findings to colleagues and/or management.</p>	<ul style="list-style-type: none"> <li>• evidence of learning undertaken from continuous professional development records;</li> <li>• evidence of presentations given to colleagues and/or management.</li> </ul>
Professional networking	Attending meetings, seminars and workshops organised by a professional body and reading published material such as journals and web content.	<ul style="list-style-type: none"> <li>• evidence of meetings attended through continuous professional development records;</li> <li>• written evidence summarising learning gained from reading.</li> </ul>