

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

Infrastructure 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:	

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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 – 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
Work both independently and as part of a team and following the organisations standards; competently demonstrating an ability to communicate both in writing and orally at all levels, using a range of tools and demonstrating strong interpersonal skills and cultural awareness when dealing with colleagues, customers and clients during all tasks.	<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 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 – IT 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
Demonstrate the necessary skills and behaviours to securely operate across all platforms and areas of responsibility in line with organisational guidance and legislation?	<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 IT 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 – Remote Infrastructure

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
Effectively operate a range of mobile devices and securely add them to a network in accordance with organisation’s policies and procedures?	<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 Remote Infrastructure?

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
Effectively record, analyse and communicate data at the appropriate level using the organisation’s standard tools and processes, and to all stakeholders within the responsibility of the position?	<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.

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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
Apply structured techniques to common and non-routine problems, testing methodologies and troubleshooting, and analyse problems by selecting the digital appropriate tools and techniques in line with organisation guidance and to obtain the relevant logistical support as required?	<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.

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Competence – Workflow Management

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
Work flexibly and demonstrate the ability to work under pressure to progress allocated tasks in accordance with the organisation’s reporting and quality systems?	<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 Workflow Management?

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 – Health and Safety

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
Interpret and follow IT legislation to securely and professionally work productively in the work environment?	<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 Health and Safety?

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 – Performance

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
Optimise the performance of hardware, software and Network Systems and services in line with business requirements?	<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 Performance?

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 – Environment

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
Explain the correct processes associated with WEEE (the Waste Electrical and Electronic Equipment Directive)?	<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 Environment?

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?	<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.

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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?	<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 handling 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?	<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.

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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?	<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.

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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?	<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"/>

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

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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.