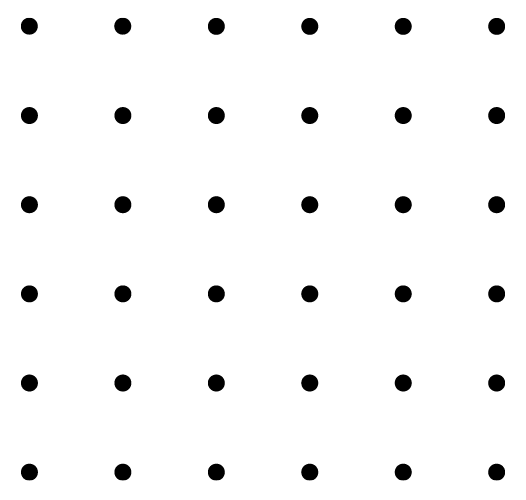
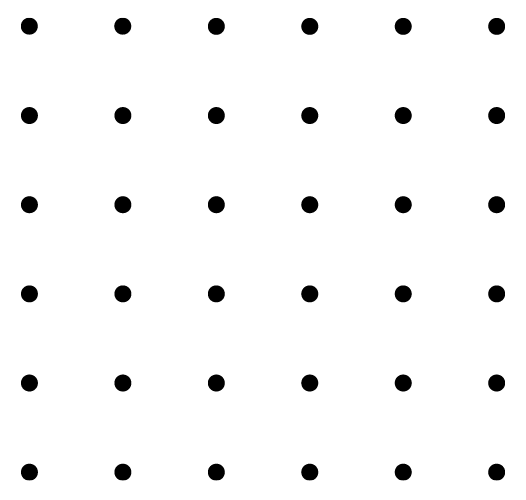
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Description automatically generated

**February 2024**

**IfATE Standard V1.1**



**BCS Level 4**

**Software Developer Apprenticeship**

Assessment Method 2

Professional discussion underpinned by Portfolio

Checklist for candidates

## Change History

Changes made to this document are recorded below. This includes the latest version number, date of the amendment, and details of the change. The purpose is to identify the updates undertaken.

|  |  |
| --- | --- |
| **Version Number & Date** | **Changes Made** |
| V1.1  June 2023 | Document created |
| V2.0  February 2024 | Document transferred to new branded template. SPG checked |

## Overview

The purpose of this checklist is to support you, the apprentice, with building and reviewing your portfolio of evidence. The tables below provide a space for recording where and how each pass and distinction criterion (if aiming for a distinction) is covered within the portfolio.

This document is also a useful tool for you to critically review your portfolio and reflect on all that you have learnt and achieved throughout the programme. Considering how each criterion is met through the evidence provided will support this process and help you identify potential areas for improvement. This portfolio review also provides an opportunity for you to undertake a final check and support you in becoming skilful in navigating your portfolio, in preparation for the end-point assessment.

You are encouraged to gather information that evidences relevant activities undertaken in the workplace, demonstrating specific knowledge, skills and behaviours that are required in the portfolio. Notes can then be recorded in the ‘Evidence’ column, explaining why and how the evidence demonstrates meeting the necessary competencies.

The apprenticeship standards are designed to cover a wide range of different job roles. If the relevant knowledge, skills and behaviours evidenced in the portfolio are weak due to limited exposure within the day-to-day activities of the workplace, it will limit the number of relevant examples of work that you can draw on to evidence your competency during the assessment. Please discuss any concerns around limited exposure to suitable tasks with your employer and training provider as soon as possible.

Please note, the use of this checklist is a recommendation only; it is not mandatory and will not be assessed.

|  |
| --- |
| **Top Tips** |
| * Refer to the assessment plan and understand exactly what evidence is required in the portfolio. * Ensure that there are relevant activities at work to support the development of evidence for the portfolio. * Ensure that the portfolio includes genuine evidence and not simulations. * Use the checklist when planning work activities to ensure that you are developing relevant knowledge, skills and behaviours on the job, that can be used as evidence in your portfolio. |

The checklist below outlines which knowledge, skills and behaviours are relevant to the portfolio within the specific standard that the apprentice is on. Use the checklist to plan work activities and to check the portfolio evidence at the end of the apprentice’s journey before Gateway.

## Assessment method 2: Professional discussion underpinned by portfolio

**Apprentice Details**

|  |  |
| --- | --- |
| **Name** |  |
| **ULN** |  |
| **Training Provider** |  |
| **Employer** |  |

|  |  |
| --- | --- |
| **Criteria** | **Evidence**  **Which document(s) and where within that document can this be found, and how does it cover the criteria?** |
| Describes all stages of the software development lifecycle. (K1) | <page numbers where met> |
| Describes the roles and responsibilities of the project lifecycle within their organisation, and their role. (K3) |  |
| Describes methods of communicating with all stakeholders that are determined by the audience and/or their level of technical knowledge. (K4, S15) |  |
| Describes the similarities and differences between different software development methodologies, such as Agile and Waterfall. (K5) |  |
| Suggests and applies different software design approaches and patterns, to identify reusable solutions to commonly occurring problems (include bespoke or off-the-shelf). (K7) |  |
| Explains the relevance of organisational policies and procedures relating to the tasks being undertaken, and when to follow them including how they have followed company, team or client approaches to continuous integration, version, and source control. (K8, S14) |  |
| Applies the principles and uses of relational and non-relational databases to software development tasks. (K10) |  |
| Describes basic software testing frameworks and methodologies. (K12) |  |
| Explains their own approach to development of user interfaces. (S2) |  |
| Explains how they have linked code to data sets. (S3) |  |
| Illustrates how to conduct test types, including Integration, System, User Acceptance, Non-Functional, Performance and Security testing including how they have followed testing frameworks and methodologies. (S5, S13) |  |
| Creates simple software designs to communicate understanding of the program to stakeholders and users of the program. (S8) |  |
| Creates analysis artefacts, such as use cases and/or user stories to enable effective delivery of software activities. (S9) |  |
| Explains how they have interpreted and implemented a given design whilst remaining compliant with security and maintainability requirements. (S17) |  |
| Describes how they have operated independently to complete tasks to given deadlines which reflect the level of responsibility assigned to them by the organisation. (B1) |  |
| Illustrates how they have worked collaboratively with people in different roles, internally and externally, which shows a positive attitude to inclusion & diversity. (B4) |  |
| Explains how they have established an approach in the workplace which reflects integrity with respect to ethical, legal, and regulatory matters and ensures the protection of personal data, safety and security. (B5) |  |
| Illustrates their approach to meeting unexpected minor changes at work and outlines their approach to delivering within their remit using their initiative. (B6) |  |
| Explains how they have communicated effectively in a variety of situations to both a technical and non-technical audience. (B7) |  |
| Illustrates how they have responded to the business context with curiosity to explore new opportunities and techniques with tenacity to improve solution performance, establishing an approach to methods and solutions which reflects a determination to succeed (B8) |  |
| Explains how they reflect on their continued professional development and act independently to seek out new opportunities (B9) |  |

**Criteria to be met to achieve a distinction grade**(The apprentice must meet all pass and all distinction criteria to achieve a distinction grade.)

|  |  |
| --- | --- |
| **Criteria to be met to achieve a distinction grade**  (The apprentice must meet all pass and all distinction criteria to achieve a distinction grade.) | **Evidence**  Which document(s) and where within that document can this be found, and how does it cover the criteria? |
| Compares and contrasts the different types of communication used for technical and non-technical audiences and the benefits of these types of communication methods. (K4, S15, B7) |  |
| Evaluates and recommends approaches to using reusable solutions to common problems. (K7) |  |
| Evaluates the use of various software testing frameworks and methodologies and justifies their choice. (K12) |  |