Software Developer Template 4 – The Employer Reference

Apprentice details

Name	Jedd Hopkins
ULN number	1807523798

Training provider details

Contact name	Carina Jones
Company name	Makers
Company address	Treehouse 116-120 Goswell Road London EC1V 7DP

Employer details

Name	Stuart Williams
Company address	Capgemini UK 40 Holborn Viaduct London EC1N 2PB

Signed by: S WILLIAMS

Print name: Stuart Williams

Job title: Head of Software Engineering

Date: 27/03/2020

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

Competence – Logic

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Write good quality code (logic) with sound syntax in at least one language?	☒	☐	☐

- **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.

Jedd can code in Java, Javascript and UNIX shell scripting. He is able to demonstrate sound reasoning and apply logic to create code that meets the acceptance criteria for the tasks he is set.

Jedd has completed many tasks as part of a team developing RESTful and message-driven application services. The applications use Java 11 and the Spring Boot Framework, which provides various utilities and scaffolding. In the build pipeline, Jedd has also contributed to YAML-driven build tasks and the custom shell scripts they run.

Jedd shows that he understands the principles of 'separation of concerns' and the 'single responsibility', e.g. maintaining separate code classes for data types, data services (interacting with the database) and controllers (providing the RESTful API).

For various outcomes of RESTful API calls (list of items, single item, no items), he has written code (and tests) to handle the results. For example, Jedd implemented input validation by writing a custom Java annotation and the associated validation and error-reporting logic.

Jedd meets this proficiency.

Please continue on a separate sheet if required.

Competence – User Interface

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can develop effective user interfaces for at least one channel?	☐	☒	☐

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

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

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

Jedd is able to develop user interfaces using HTML, CSS, and the React Javascript application framework.

Jedd was given the task of developing one of several applications for administrative users for a particular reference data service store, (where the users are system operators using a desktop computer and web browser).

The user interface he contributed to includes the ability to create, update and delete reference data for this service type. Jedd used the Government Data Service (GDS) UI framework and React frameworks to create the user interface and unit tests using the Jest framework. He worked on user interface elements that present list of data items, allow them to be selected for editing, and the associated forms where data items can be updated.

Jedd also developed integration tests that execute against the running application, using the Selenium browser testing framework. The system operator can list reference data instances, update or delete them and navigate to the form for creating new instances.

Jedd consistently demonstrates the ability to complete tasks to develop user interfaces, following project conventions, standards and practices, and does not hesitate to ask for assistance when he feels it appropriate.

Competence – Data

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can effectively link code to the database / data sets?	☒	☐	☐

- **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.

Jedd is able to construct applications that store data in a SQL database, using Java, JDBC and JPA.

Jedd has contributed to the development of a particular microservice which stores reference data in a Postgres SQL database. He has worked on the application logic and database schema to map Java Objects to SQL tables, and used Liquibase to manage schema changes.

Through his work on this part of the project, Jedd has demonstrated his understanding of how data represented as objects written in code, map to database tables and how service and repository classes are used to model access to the database.

Jedd meets this level of proficiency.

Please continue on a separate sheet if required.

Competence – Test

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

- **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.

In the project Jedd is working on he is required to create unit and integration tests, for both client- and server-side applications. All tests in the project must be able to run in an automated Continuous Integration tool. (The project tool is Concourse CI.) The project uses Scrum, the Agile methodology and automated testing is mandatory.

Jedd is able to use test frameworks such as JaCoCo, Jest, JUnit 5, Mockito and Selenium to develop tests for application code and services that he is developing or collaborating to develop. While participating in the iterative develop/test/build/deploy cycle, Jedd consistently demonstrates the ability to analyse test results and log entries to determine success or failure, and then correct errors that have occurred.

Jedd is aware of the different modes of testing such as unit testing vs. integration testing and has recently implemented consumer-driven contract tests using the Pact library.

A significant piece of work assigned to Jedd was to develop end-to-end tests of a complete service, by driving the user interface using Selenium and Cucumber.

```
Feature: Test the add Thing function

  As a User
  I want to add a Thing and see it on the Things page

  Scenario: Ability to 'Create' new Thing from home page
    Given i am on the Things home page
    When i select the button create Thing
    Then within the same browser page i will be navigated to the new Thing page
```

The scenario above is a (slightly obfuscated) example of the work he did on the task. It is written in human-readable pseudo-code, that is executed by the test framework and used to drive a sequence of operations.

The test code below is part of the solution, setting up and tearing down components of the test.

```
@Before
public void setUp() {
   this.driver = DriverUtil.newDriver();
   thingsListPage = new ThingsListPage(this.driver);
   newThingPage = new NewThingPage(this.driver);
   updateThingPage = new UpdateThingPage(this.driver);
}

@After
public void tearDown() {
   clearDownTestThings();
   driver.close();
}
```

Jedd structured the tests by aligning each class to a page, ensuring that the tests are easy to follow, maintain and debug.

```
@Given("^i am on the Things home page$")
public void i_am_on_the_Things_home_page() {
    driver.get(LANDING_PAGE_URL);
}
```

The scenario body calls the appropriate method from the page classes Jedd had defined. In the scenario below, the test simulates a user clicking the ‘create’ button.

```
@When("^i select the button create Thing$")
public void i_select_the_button_create_Thing() {
    thingsListPage.clickCreateButton();
}
```

Jedd demonstrated that he understood the desired approach to testing and was able to produce a test suite that correctly verified that the application logic worked as expected.

Elsewhere in the project Jedd has demonstrated that he understands unit testing, our preferred approach to development and the ability to use tests to debug his work.

Jedd meets this level of proficiency.

Please continue on a separate sheet if required.

Competence – Problem Solving

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can apply structured techniques to problem solving, can debug code and can understand the structure of programmes in order to identify and resolve issues?	☒	☐	☐

- **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.

Jedd is able to demonstrate that he can reason about code structure, following execution paths and using log output and build or test results to reason about application behaviour or build issues.

In the event of unexpected behaviour, Jedd is able to investigate using tools such an IDE in debug mode, and/or by inspecting log messages.

For example, a recent build had failed due to a system property being undefined for an integration test. Jedd investigated the issue and was able to find that the property was set by a newer version of an artefact than that which his project was using and went on to update his project and achieve a successful build.

Jedd demonstrates this level of proficiency.

Please continue on a separate sheet if required.

Competence – Design

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can create simple data models and software designs to effectively communicate understanding of the program, following best practices and standards?	☒	☒	☐

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

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

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

Jedd took on the task of creating a new, multi-module project to replace an earlier single-project for a specific SDK. The aim was to provide separate libraries for e.g. pure API, core implementation, and implementation for a specific message service (Kafka). Jedd was able to identify which elements from the earlier SDK belonged in which module of the new SDK, and to create additional linking code where necessary.

This set of tasks delivered components that are used by other developers in the program as common components that reduce effort and ensure consistency, critical to overall program governance. As a key contributor, Jedd demonstrated he understood best practice and the importance of the standards set at program level.

Jedd also displays an understanding of design decisions made by other team members and is able to clearly present these in end-of-sprint demonstrations.

Please continue on a separate sheet if required.

Competence – Analysis

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can understand and create basic analysis artefacts, such as user cases and / or user stories?	☐	☒	☐

- **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.

NB The acceptance criteria below were obfuscated due to confidentiality.

Jedd is consistently able to participate in the creation of user stories and acceptance criteria in the team's backlog refinement sessions, and to apply the project's 'definition of ready' and 'definition of done' to these, and his work.

Jedd participates in all agile/sprint ceremonies, reporting on the progress he's making on the stories he is assigned, writing up stories and tasks. For example, he co-created the following (acceptance criteria):

```
AC1: Retrieve a list of items
Given: a list of items exists in the database
When: I send a 'GET' '/item' request
Then: I get a list of items
And: they are sorted in alphabetical order by name

AC2: Only one item in the database
Given: There is one item in the database
When: I send a 'GET' '/item' request
Then: I get a list of only one item

AC3: No items in the database
Given: there are no items in the database
When: I send a 'GET' '/item' request
Then: I get an empty list
```

These criteria are written in the form of user stories and as human-readable pseudo-code, because they form part of the executable test suite Jedd uses to verify that his work is correct and complete. (These tests are written using the Cucumber Behaviour-Driven Development (BDD) test framework.

Please continue on a separate sheet if required.

Competence – Deployment

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can understand and utilise skills to build, manage and deploy code into enterprise environments?	☐	☒	☐

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

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

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

The team of which Jedd is a member provide various components including the platform infrastructure to the project (and thus other suppliers). The technologies in use includes various Amazon Web Services and Container technologies such as Docker and Kubernetes.

Software can only be deployed to the target environments through the use of automation and configuration stored in version control systems. (Manual deployment is not permitted.)

Jedd clearly understands what is required to deliver software in this environment and consistently demonstrates the ability to build and deploy software he has developed. He is able to operate the build system, package software in a Docker container by authoring the configuration for a Dockerfile and by authoring the Helm configuration files required to deploy the containerised application. This also requires an understanding of the various types of entities which may be deployed to Kubernetes, e.g. deployment vs. service.

The team Jedd is part of is also responsible for onboarding and supporting other suppliers. Part of the onboarding process includes a demonstration of the end-to-end process of creating a new source code repository, creating a simple web application, a build pipeline, a deployment configuration, adding various configuration and security tokens, then executing the sequence to run a build and deployment.

```
---
resources:
  - name: source-code
    type: git
    source:
      skip_ssl_verification: true
      uri: https://gitlab.thing-project/thing-service.git
      branch: master
      username: ((gitlab-username))
      password: ((gitlab-repository-password))

  - name: docker-build
    type: docker-image
```

```
  source:
    repository: generic-amazon-aws.com/thing-service

jobs:
 - name: build
   serial: true
   plan:
    - get: source-code
      trigger: true

    - task: build-maven
      file: source-code/ci/tasks/build-mvn.yaml
      params:
        REVISION: ((revision))
        BUILD_CMD: install

    - put: docker-build
      params:
        tag: source-code/.git/short_ref
        tag_as_latest: true
        build: ./mvn-build-output
        labels:
          commit_author: source-code/.git/committer
```

In the example above, Jedd wrote a configuration file for Concourse CI.

Jedd has made improvements to build pipeline configuration (described in YAML files, used with Concourse CI). He has also supported the team by answering queries from members of other teams regarding build and deployment issues.

The team also provides some common components and build system configuration to the project. Jedd has contributed to the development of, and performed the release process for, various of these components.

Please continue on a separate sheet if required.

Competence – Development Lifecycle

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can operate at all stages of the software development lifecycle, with increasing breadth and depth over time with initial focus on build and test?	☐	☒	☐

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

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

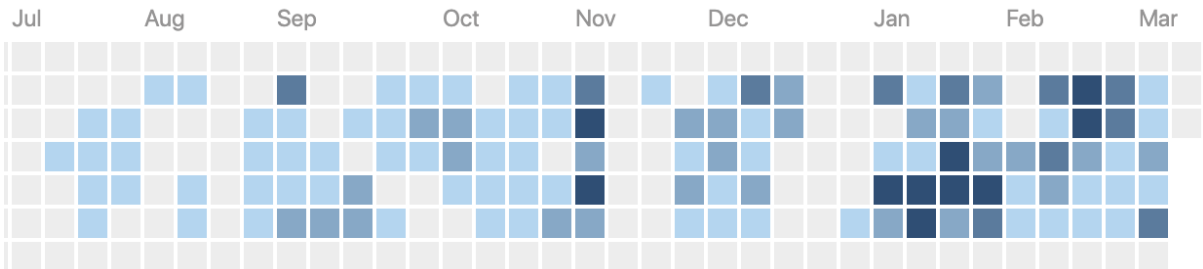
Please give reasons, together with supporting examples, why you think the apprentice has demonstrated this level of competence in this area.

Jedd has consistently improved. Initially working on relatively simple development tasks (and associated testing), he has since learned how to debug problematic code, configure a continuous integration system, develop integration tests, provision software-defined infrastructure in a public cloud and contributed to the development of shared tools for the project.

The first task Jedd worked on was to collaborate on a simple application that could be used as part of a demonstration of the build, test and deployment automation that the project was assembling. The application was developed in several stages, adding complexity in each stage; web service and unit tests, a user interface, a messaging service and integration tests against the combined running services.

Since completing this task, Jedd is able to participate in project development activities as part of an agile development team and selects or is assigned tasks as part of the fortnightly sprint cycle.

In the chart below, squares are coloured to indicate the number of commits each day. Darker colours indicate greater numbers of commits. The trend shows that Jedd is gradually increasing the number of commits he makes each day.



Please continue on a separate sheet if required.

Competence – Good Practice

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can apply good practice approaches according to the relevant paradigm (for example object oriented, event driven or procedural)?	☒	☐	☐

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

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

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

Jedd is aware of the importance of following good practice. When starting a task in an area of unfamiliarity, he will confer with more experienced team members first for guidance on his approach. This will often result in the identification some existing code which tackles similar issues, and discussions of how that code does – or doesn't – follow good practices.

All of our code changes are peer-reviewed, and Jedd will take on board suggestions where code can be improved in areas of following conventions, readability, efficiency etc.

Please continue on a separate sheet if required.

Competence – Interpret and Follow

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can interpret and follow: • software designs and functional / technical specifications; • company defined 'coding standards' or industry good practice for coding; • testing frameworks and methodologies; • company, team or client approaches to continuous integration, version and source control?	☒	☐	☐

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

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

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

The Design & Architecture team rigorously uses Sparx EA, a formal modelling tool, to design and specify system components. The development teams interpret design and specifications produced using the tool, and fashion the associated tasks into stories.

Jedd participates in the refinement of these stories, and their re-examination during sprint planning, and thus understands the context of each story and is able to interpret the requirements.

All developers working on the project (and so Jedd) are required to commit source code into the version control system. Frameworks and tools such as JUnit 5, Mockito, Wiremock, Selenium are employed. Automated testing is mandatory, as is the practice of committing code daily for continuous integration. Source is analysed by automated code quality tooling (e.g. JaCoCo, Sonarqube) in the build pipeline.

Jedd demonstrates daily that he understands the project approach to software delivery and is consistently able to contribute code that passes tests and can be merged into the main branch.

Jedd is able to operate existing Continuous Integration pipelines, implement new ones and develop components for use in other pipelines.

He has learned to use the tooling and respond to automated, analytical feedback and reviews to deliver quality code that meets project standards.

Please continue on a separate sheet if required.

Competence – Responding to Business Issues

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can respond to the business environment and business issues related to software development?	☒	☐	☐

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

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

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

The program runs using the Scaled Agile Framework (SAFe) methodology, combined with team-level Scrum. Major program activity is organised in three-month cycles and the team activity into two-week sprints. Design and architecture inputs are delivered 'just in time' to Scrum teams, who participate in the solution design and implementation planning.

Jedd is visible to the client Product Owner, who attends planning and end-of-sprint demonstrations, as he co-presents in these sessions, and he is consistently able to operate in this environment and interacts with program-wide client team members successfully.

He is also well-regarded by members of other teams who approach him as part of the support role of his team, and in this role he is able to help others learn how to use our common tools to build and deploy software.

Jedd displays a pragmatic approach to dealing with instances where business requirements evolve and change.

Please continue on a separate sheet if required.

Competence – Operating in Different Environments

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can operate effectively in their own business's, their customers' and the industry's environments?	☒	☐	☐

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

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

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

Our team is part of a multi-supplier project operating according to Scaled Agile Framework (SAFe) patterns. As such, the whole project meets at regular planned increment meetings. At these meetings, Jedd has shown himself to be capable of interacting with members of other teams in the identification and documentation of inter-team dependencies etc.

As Jedd's team provides framework artefacts used by other teams, he is accustomed to responding to queries from other teams, most of which are run by other suppliers.

Please continue on a separate sheet if required.

Competence – Maths

In your view, is the apprentice competent to:	The apprentice has MET this requirement	The apprentice has EXCEEDED this requirement	The apprentice has NOT MET this requirement
Can apply the maths required to be a software developer (e.g. algorithms, logic and data structures)?	☒	☐	☐

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

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

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

Jedd demonstrates proficiency in understanding algorithmic solutions to certain problems, and that he understands how to solve problems and code solutions using logic. He is able to work with data models and data structures, using different them appropriately.

Jedd meets this requirement.

Please continue on a separate sheet if required.

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.

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?	☒	☐	☐
Taking the initiative in identifying and negotiating appropriate personal development opportunities?	☒	☐	☐
Demonstrating effective communication skills?	☐	☒	☐
Contributing fully to the work of teams?	☐	☒	☐
Planning, scheduling and monitoring own work (and that of others where applicable) competently within limited deadlines and according to relevant legislation, standards and procedures?	☒	☐	☐
Appreciating the wider business context, and how own 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.

Jedd demonstrates a systematic approach to issue resolution, analysing code using log and debug output.

Jedd is comfortable presenting his own and others' work as part of demonstrations to audiences wider than his immediate team.

Jedd attends punctually and participates in all sprint ceremonies, often volunteering to lead the daily standup.

Jedd is aware of his role and the role of the development team, and how this contributes to the larger, multi-supplier project. This is apparent in the three-monthly planning-increment sessions which bring all of the project teams together, and in which Jedd is comfortable interacting with members of other teams and with stakeholders.

Please continue on a separate sheet if required.

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?	☒	☐	☐
Undertaking all work in accordance with agreed safety, technical and quality standards, using appropriate methods and tools.	☒	☐	☐

- **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.

Jedd is regularly asked to perform different types of task, contributes to the day-to-day operations of the development team and to the overall program. As a developer he works on user interfaces, server applications, build and continuous integration tasks and deployment.

He is expected to debug her own work, identifying and resolving issues, seeking help as necessary. More complex tasks include the development and release of SDK libraries for use by other developers, and general-purpose tooling and utilities for use in the continuous integration system.

Jedd methodically works through problems in order to resolve them.

Jedd is required to deliver work that meets a variety of technical standards, and to work within an environment that requires security clearance. His work is reviewed manually by a senior engineer and measured using a code quality analysis tool called Sonarqube.

Jedd consistently delivers work that meet the standards required of him, so exceeds the level of proficiency.

Please continue on a separate sheet if required.

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?	☒	☐	☐
Using discretion in identifying and responding to complex issues and assignments?	☒	☐	☐
Usually receiving specific instructions and has work reviewed at frequent milestones?	☒	☐	☐
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.

As a member of an agile development team, Jedd participates in the planning ceremonies where specifications and requirements are analysed, solutions are designed, user stories written and estimated. Jedd's ability to process general direction, architectural patterns and motivations and produce appropriate designs and implementations is improving consistently.

Code and configuration that Jedd produces is analysed automatically and peer-reviewed manually before it is merged into the main branch. Feedback to Jedd tended to be guidance on basics, such as formatting or approach to solution logic to start with, but tends to be more focused on optimal use of standard library functions and the use of more advanced language features.

He can be relied upon to manage his work effectively and ask for help when necessary. Over time he has developed a better understanding of when to seek advice and how much time is appropriate to spend on a given problem before sharing it.

Jedd will attack problems independently yet is aware when he needs additional input or has identified an issue that requires escalation and does not hesitate to ask for aid from other team members in these situations.

Please continue on a separate sheet if required.

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
Interacting with and influencing colleagues?	☒	☐	☐
Having working level contact with customers, suppliers and partners?	☒	☐	☐
Supervising others or make decisions which impact the work assigned to individuals or phases of projects?	☒	☐	☐
Making decisions which influence the success of projects and team objectives?	☒	☐	☐

- **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.

Jedd interacts with, and influences clients, colleagues and other suppliers regularly through his contributions to the project and as a member of the team which supports other project contributors. He is also able to support the onboarding process involves account setup, technical configuration and the creation of an application that demonstrates key technologies and the process of deploying it to a test environment.

He is able to discuss technical matters and provide support to other suppliers' staff as they learn how to adopt project technologies and conventions.

The project has not yet been able to provide Jedd with the opportunity to supervise other colleagues.

Please continue on a separate sheet if required.

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?	☒	☐

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

Jedd has contributed to the organisation of the quarterly planning exercise (part of SAFe) that is hosted by his employer, assisting with a range of activities, including working with the facilitation team, venue set up and welcoming other suppliers.

Jedd studied and passed his Java Certification (Oracle Certified Associate).

Jedd has learned about Capgemini through participation in organisational training, and regular all-hands calls.

Jedd has learned about IT operations in the Platform Engineering practice, by spending time working with members of that team and attending 'lunch and learn' sessions.

Jedd has learned and practiced the Agile approach to project delivery, collaborating with team members to deliver work and application functionality to the project.

Please continue on a separate sheet if required.

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.

NB. Due to the confidential nature and associated Government security classification of the project Jedd is participating in, it has been necessary to omit details, simplify and rename certain aspects of the code example provided above.

Jedd joined a team working on a complex software and platform engineering project delivering an application that the Government describes as 'critical to the mission of Law Enforcement'.

The number of new technologies and serious subject matter must have been daunting.

Jedd has been notable in his willingness to take up any task that has been assigned to him and his sense of humour makes working with him an enjoyable activity.

With regard to further opportunities for development:

1) Jedd sometimes seems to exhibit a lack of confidence. He is quite able but can seem daunted by some problems, which then affects his ability to focus on a solution. This may also be a factor when he sometimes doesn't take the level of ownership that he might do when pursuing colleagues for resolution to, or assistance with problems.

   Trying to be a little more pro-active will help; if chasing people seems challenging, Jedd could apply his sense of humour and wit to reduce tension and help attract attention to solve whichever problem he's working on.

   He's capable, people like working with him and he should try to be more confident in his abilities.

2) Presenting skills are extremely useful in this industry. Jedd is an entertaining presenter and should try to exercise this skill – this will also improve his confidence.

3) I recommend that Jedd create a regular schedule of small trainings and/or certifications to build his confidence and continue to grow his technical skills. He should explore different approaches to learning, to see which methods suit him best, e.g. whether video-based training and courses from providers such as Pluralsight are best suited to him.

Please continue on a separate sheet if required.