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AI-generated content may be incorrect.**

**Professional Discussion   
underpinned by a Portfolio AE2**

Portfolio Template

|  |  |
| --- | --- |
| **Apprentice Name:** |  |
| **Pathway** |  |
| **Company:** |  |

BSc Digital and Technology Solutions Professional   
Apprenticeship Standard: ST0119 v1.2 (2023)  
Template Document (Version: 3 - Aug 2025)  
Southampton Solent University - SO14 0YN  
[**End Point Assessor Organisation (EPAO) ID: EPA0325**](https://find-epao.apprenticeships.education.gov.uk/courses/25/assessment-organisations/epa0325)

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| **EPA Portfolio & Professional Discussion AE2 Template** v2 (2025) BSc Digital and Technology Solutions Professional  Apprenticeship Standard: ST0119 v1.2 (2023) Specialism (Pathway): **Software Engineer** Southampton Solent University - SO14 0YN [**End Point Assessor Organisation (EPAO) ID: EPA0325**](https://find-epao.apprenticeships.education.gov.uk/courses/25/assessment-organisations/epa0325) | **A red circle with white text  AI-generated content may be incorrect.** |

# **Software Engineer Portfolio Evidence**

This document presents a portfolio template focused on demonstrating key skills and knowledge areas relevant to Software Engineering roles. Each entry provides evidence in support of specific core and Software knowledge, skills, and behaviours (KSBs).  
  
Before submission, both apprentice and employer must complete a [Statement of Authenticity](#Authenticity) at the ed of this document. This confirms that the work is your own and reflects your learning and development throughout the programme.

You can map each portfolio item to more than one theme. However, you must ensure that all four themes are covered at least once.

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| **Theme A:** Underlying Principles | **Theme B:** Technical Solutions | **Theme C:** Innovation & Response | **Theme D:** Legal, Ethics |

## **Portfolio Evidence Table of Contents**

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| --- | --- | --- | --- |
| **Evidence #** | **Title / Description** | **Themes** | **Mapped Core KSBs** |
| [1](#item_1) |  |  |  |
| [2](#_Item_2) |  |  |  |
| [3](#item_3) |  |  |  |
| [4](#item_4) |  |  |  |
| [5](#item_5) |  |  |  |
| [6](#item_6) |  |  |  |

|  |  |
| --- | --- |
| Item 1 |  |
| Add Narrative description | |

**<**Add KSB Block/s>

|  |  |
| --- | --- |
| Item 2 | Title |
| Add Narrative description | |

**<**Add KSB Block/s>

|  |  |
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| Item 3 | Title |
| Add Narrative description | |

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| Item 4 | Title |
| Add Narrative description | |

**<**Add KSB Block/s>

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| --- | --- |
| Item 5 | Title |
| Add Narrative description | |

**<**Add KSB Block/s>

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| --- | --- |
| Item 6 | Title |
| Add Narrative description | |

**<**Add KSB Block/s>

**Apprenticeship Statement of Authenticity**

This statement confirms that the work submitted as part of the apprenticeship programme is the original work of the apprentice named below. It has been completed in accordance with the guidelines and expectations of the programme and reflects the apprentice’s own efforts and understanding.

|  |  |
| --- | --- |
| **Statement by Apprentice** | |
| I, the undersigned, declare that the work submitted is my own and has not been copied from any other source, except where due acknowledgment is made. | |
| Apprentice Name: |  |
| Signature: |  |
| Date: |  |

|  |  |
| --- | --- |
| **Statement by Employer** | |
| I confirm that the apprentice named above has completed the work independently and that it reflects their own learning and development. I have reviewed the submission and support its authenticity. | |
| Manager/mentor Name: |  |
| Company Name: |  |
| Position/Title: |  |
| Signature: |  |
| Date: |  |

**KSB Professional Discussion underpinned by a portfolio Mapping Block – Appendix A**

KSB mapping blocks are tools used to align portfolio evidence with the specific Knowledge, Skills, and Behaviours (KSBs) required by the assessment criteria. These blocks play a crucial role in ensuring that each item in the portfolio clearly demonstrates how it meets the relevant standards.

Below are examples of Knowledge, Skills, and Behaviours (KSB) mapping blocks. These will be used in the portfolio assessment template to show how each piece of evidence supports the associated KSBs within each theme. The following examples illustrate how to use these blocks effectively throughout the assessment process.

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| **Theme A: Underlying Principles 1** | | | | | |
| **Core** - The Organisational  Context | | Reviews the roles, functions and activities relevant to technology solutions within an organisation. (K7) | | | |
| **K7** |  | |  |  |  |

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| **Theme A: Underlying Principles 2** | | | | | | | | | |
| **Core** - Leading and Working Together | | | Explains how teams work effectively to produce a digital and technology solution applying relevant organisational theories using up to date awareness of trends and innovations. (K8, S7, B4, B6, B7)     Describes the concepts and principles of leadership and management as they relate to their role and how they apply them. (K9, K10, S8) | | | | | | |
| **K7** | **K8** | **K9** | | **K10** | **S7** | **S8** | **B4** | **B6** | **B7** |

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| **Theme A: Underlying Principles 3** | | | | | | | | | |
| Software Engineer - Underlying Principles | | | How to operate at all stages of the software development life cycle and how each stage is applied in a range of contexts. For example, requirements analysis, design, development, testing, implementation. (K21) | | | | | | |
| Principles of a range of development techniques, for each stage of the software development cycle that produce artefacts and the contexts in which they can be applied. For example, UML, unit testing, programming, debugging, frameworks, architectures. (K22) | | | | | | |
| Principles of a range of development methods and approaches and the contexts in which they can be applied. For example, Scrum, Extreme Programming, Waterfall, Prince2, TDD. (K23) | | | | | | |
| **K21** | **K22** | **K23** | |  |  |  |  |  |  |

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| **Theme B: Technical Solutions 1** | | | | | |
| Core – Technical  Concepts **(Theme B)** | | Critically evaluates the nature and scope of common vulnerabilities in digital and technology solutions (K11) | | | |
| **Explains core technical concepts for digital and technology solutions**: The approaches and techniques used throughout the digital and technology solution lifecycle and their applicability to an organisation’s standards and pre-existing tools. (K6) | | | |
| **Explains core technical concepts for digital and technology solutions:** Data gathering, data management, and data analysis. (K12, K14) | | | |
| **Explains core technical concepts for digital and technology solutions:** Computer networking concepts. (K16) | | | |
| **K6** | **K11** | | **K12** | **K14** | **K16** |

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| **Theme B: Technical Solutions 2** | | | | | | |
| Core - Applied Technical Solutions | | **Demonstrates the use of core technical concepts for digital and technology solutions** Initiate, design, code, test and debug a software component for a digital and technology solution. (S4) | | | | |
| **Demonstrates the use of core technical concepts for digital and technology solutions** Security and resilience techniques. (S9) | | | | |
| **Demonstrates the use of core technical concepts for digital and technology solutions** Initiates, designs, implements and debugs a data product for a digital and technology solution. (S10) | | | | |
| **Demonstrates the use of core technical concepts for digital and technology solutions** Plans, designs and manages simple computer networks. (S12) | | | | |
| Applies the principles of data analysis for digital and technology solutions.  (K13, S11) | | | | |
| **K13** | **S4** | | **S9** | **S10** | **S11** | **S12** |

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| **Theme B: Technical Solutions 2** | | | | | | |
| Software Engineer - Technical Solutions | | Describes. how to interpret and implement a design, compliant with functional, non-functional and security requirements. (K24/SEK4) | | | | |
| Describes how tools that support teamwork can be used effectively. (K28/SEK8) | | | | |
| **K24** | **K28** | |  |  |  |  |

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| **Theme C: Innovation & Response** | | | | | | | |
| Software Engineer -  Innovation and Response | | Describes how they respond to changing priorities and problems arising within software engineering projects by making revised recommendations, and adapting plans as necessary, to fit the scenario being investigated. (S20/SES5) | | | **For Distinction:** Demonstrates how their actions have influenced the creation of appropriate plans within teams and contributed to project outcomes. (S20/SES5) | | |
| Explains how they determine, refine, adapt and use appropriate software engineering methods, approaches and techniques to evaluate software engineering project outcomes. (S21/SES6) | | | **For Distinction:** Compares and contrasts how they respond to changing priorities and problems arising within software engineering projects by making revised recommendations, and adapting plans as necessary, to fit the scenario being investigated. (S20/SES5) | | |
| **S20** | **S21** | |  |  | |  |  |

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| **Theme D: Legal, Ethics & Landscape** | | | | | | | | |
| Core - Social Infrastructure  - Legal, Ethical and Sustainability | | Applies relevant legal, ethical, social and professional standards to digital and technology solutions considering both technical and non-technical audiences and in line with organisational guidelines. (K19, S15, B1, B2, B5) | | | | **For Distinction:** Justifies the application of relevant legal, ethical, social and professional standards to digital and technology solutions. (K19, S15) | | |
| Explains sustainable development approaches within digital technologies as they relate to their role including diversity and inclusion. (K20, B8) | | | | **For Distinction** Evaluates the impact of sustainable digital technology practices of their organisation. (K20) | | |
| **K19** | **K20** | | **S15** | **B1** | **B2** | | **B5** | **B8** |

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| **Theme D: Legal, Ethics & Landscape** | | | | | | |
| Software Engineer -  Legal, Ethics and Landscape | | Describes how they extend and update software development knowledge with evidence from professional and academic sources by undertaking appropriate research to inform best practice and lead improvements in the organisation. (S23/SES8) | | | | |
| **S23** |  | |  |  |  |  |