Skills England

Draft Preview

DRAFT APPRENTICESHIP ASSESSMENT PLAN FOR THE SOFTWARE DEVELOPMENT TECHNICIAN APPRENTICESHIP

ST0128/V2

APPRENTICESHIP REFERENCE NUMBER	LEVEL OF THIS APPRENTICESHIP	INTEGRATION
ST0128	3	None

Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the level apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts, for example, a different workplace

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Knowledge and skills statements which offer opportunities to develop functional English and maths are identified with an asterisk.

ASSESSMENT OUTCOME	MAPPING
AO1: Software Development Lifecycle Delivery Applies knowledge of development methodologies, roles, and lifecycle stages to contribute to building, integrating, and deploying software components in line with defined processes and work instructions.	**K1,** K2, K3, **K5, K20*** S22*
AO2: Software Design Uses structured problem-solving, patterns, and design approaches to develop software components that meet defined functional and non-functional requirements.	**K7*,** K9*, **K12*, K14*,** K15* S3*, S**11*,** S21, **S24***
A03: Software Development Follow simple specifications to solve logical problems by writing and implementing secure code for software components, applying algorithms, logic, data structures and secure development principles across computing environments or databases to support software solutions.	K10*, **K11, K19***, K25 **S1, S2, S4,** S8**, S9,** S13**,** S14*, **S15*, S19*,** S20**, S23***
AO4: Testing, Quality and Assurance Practices Applies testing frameworks and methodologies to test software components, analyse results, and support improvements to ensure quality and functionality.	**K13*,** K22* **S5*, S6*, S7*** S16*, **S26*, S27***, S28
AO5: Governance, Security and Professional Standards Applies organisational policies, legal, security and regulatory requirements, to ensure software is compliant, secure, and aligned with professional standards.	**K8*,** K16*, **K18*, K21*,** K24* S12, **S29**, S31
AO6: Collaboration, Communication and Ways of Working Collaborates with team members and stakeholders, communicates technical information to varied audiences, and uses appropriate tools to support software delivery.	**K4***, K6*, K17*, K23 **S10*,** S17, **S18*, S25*** S30, S32

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include a **project** and, if applicable, any relevant constraints.

Any additional assessment, or assessments, must be selected from the following list of methods, to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than once:

- **portfolio**
- **simulation**
- **question and answer**
- **professional discussion**
- **presentation**

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied Knowledge	Applies sound application of factual, procedural, and theoretical software development knowledge in a broad range of varied work activities, performed in a variety of contexts.	Applies thorough application of factual, procedural, and theoretical software development knowledge in a broad range of varied work activities, performed in a variety of contexts, most of which are complex or non-routine.
Applied Skills	Selects and applies practical software development skills and methods and procedures consistently in a broad range of varied work activities and a variety of contexts. Solves well defined problems, with sound judgement.	Integrates practical software development skills and methods and procedures using a broad range of varied work activities and in a variety of contexts, most of which are complex or non-routine. Solves well defined problems, which may be complex or non-routine, to improve outcomes.
Regulatory and Procedural Awareness	Applies and follows relevant data protection and software security regulations and procedures consistently within limited parameters, supporting adherence in a broad range of varied work activities and a variety of contexts.	Applies relevant data protection and software security regulations and procedures proactively within limited parameters, supporting effective adherence in a broad range of varied work activities and a variety of contexts, most of which are complex or non-routine.
Communication and Collaboration	Participates effectively in team environments, communicating relevant information related to service delivery appropriately to others, in a broad range of varied work activities and a variety of contexts.	Communicates clearly in team environments to support service delivery, adapting communication appropriately to others in a broad range of varied work activities and a variety of contexts, most of which are complex or non-routine.
Information Use and Decision Making	Accurately interprets and evaluates relevant software development information from a variety of sources to inform decision making in a broad range of varied work activities and a variety of	Applies evaluation of relevant software development information from a variety of sources to inform decision making in a broad range of varied work activities and a variety of

	contexts, demonstrating some depth of insight.	contexts, most of which are complex or non-routine, demonstrating greater depth of insight.
Responsibility and Autonomy	Takes responsibility for initiating and completing software development tasks and procedures within limited parameters, exercising judgement in a broad range of varied work activities and a variety of contexts.	Proactively manages own work, taking responsibility for initiating and completing software development tasks and procedures within limited parameters, demonstrating sound judgement in a broad range of varied work activities and a variety of contexts, most of which are complex or non-routine.

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