Qualification Specification

Accelerate People L4 EPA for Software Tester ST0129/AP02

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Version History		
Version	**Date Amended**	**Changes Made**
1	July 2024	Document created.
2.0	February 2025	Edited gateway requirements to accommodate change in policy for English and Maths requirements.

Contents

Qualification Objective

The L4 Software Tester apprenticeship is one of a suite of apprenticeships that have been designed by industry employers to meet a range of job roles across different industries and sizes of business.

Accelerate People are an end-point assessment organisation (EPAO) for apprenticeship standards that are defined by the Institute for Apprenticeships & Technical Education (IfATE). The apprenticeship standard and assessment plan can be found on the IfATE website.

As part of this apprenticeship, all apprentices are required to complete an independent end-point assessment (EPA). The purpose of the EPA is to independently assess that any apprentice on this standard is competent in a relevant job role and can evidence meeting all the assessment criteria relating to the knowledge, skills and behaviours (KSB) outcomes.

The L4 Software Tester Apprenticeship

Role Profile

A software tester is found in any organisation that develops and applies software. This ranges from large multi-national organisations with dedicated teams of software testers to small consulting firms that work on a contract basis to deliver software testing services to a varied client base. For example, within financial services a software tester could be integral to testing software for delivering bespoke payroll or HR services whereas in a large corporate they could be providing consultancy services for global multi-national clients across a range of software products. Software testers are responsible for ensuring that the software developed meets the business's functional, security, performance, and usability requirements by participating in development activity at all stages of the software development life cycle.

The broad purpose of the occupation is to ensure that software operates as intended for software development practices so that they understand the context in which they are operating. Software testers are responsible for the quality of software development and deployment with a view to the commercial requirements of the client and their organisational parameters. Some of the duties include analysis of software and systems to mitigate the risk of software problems arising and making informed recommendations to internal and external clients. Software testers are involved particularly in the quality assurance stage of software development and deployment. They conduct manual and automated tests to ensure that the software created by developers is fit for purpose and any bugs or issues are removed within a product before

it gets deployed to everyday users. The software tester role is integral to the creation of software systems and technical products. A software tester might work on bespoke, individual projects creating enterprise solutions for email compliance and marketing or multinational projects spanning the globe and costing billions of pounds. In a defence and security context they may interact with cyber security teams to ensure that software developed is secure from inception.

In their daily work, an employee in this occupation interacts with other members of software testing teams, other areas within the organisation's software development function and business areas commissioning software testing services, as well as external clients and other associated stakeholders. This is an office-based or remote working role with some visits to client's premises.

An employee in this occupation will be responsible for working collaboratively within a team and with stakeholders with a minimum of direct supervision within broad but generally well-defined parameters. A software tester will be required to apply their knowledge and skills in a broad range of complex or technical work activities, performed in a variety of contexts. They will address problems which are both routine and non-routine while normally fairly well defined. They will take responsibility for courses of action, including, where relevant, responsibility for the work of others and allocation of resources. They will typically pair with other technical roles such as software developers, or work alone at times, and provide input to the planning of work and advise on risks and improvements within software products.

Typical Job Titles

Automation tester, integration tester, penetration tester, software quality assurance (QA) tester, software test analyst, software tester.

Duties

This apprenticeship standard includes duties to support alignment between the job role and the apprenticeship standard. Listed below are the duties that all apprentices must demonstrate in their apprenticeship. These duties are not assessed or graded as part of the EPA.

Duty 1: Analyse test objectives to design and prepare a test plan that aligns with the test strategy.

Duty 2: Review requirements with relevant stakeholders to identify defects early and to define a comprehensive test scope coverage based on product risk with due consideration to accessibility and usability requirements.

Duty 3: Design and build test cases, test scripts/procedures, and define expected results to meet the test scope coverage criteria.

Duty 4: Collect, interpret and develop representative and realistic test data.

Duty 5: Specify test environment requirements.

Duty 6: Conduct a range of different software test types within the broad categories of functional, non-functional, white box/structural and change-related testing interpreting and executing test scripts using organisationally agreed methods and standards.

Duty 7: Conduct and support testing at different test levels (such as unit testing, component integration testing, system testing, system integration testing and user acceptance testing).

Duty 8: Conduct testing activities on software applications such as desktop, web, mobile, embedded, mainframe, internet of things (IoT) and AI to detect defects and demonstrate the software is fit for purpose.

Duty 9: Operate the organisation's software testing tools.

Duty 10: Raise defects in line with organisational policy at any point in the test process and progress them through to successful completion.

Duty 11: Document and report test results against the acceptance criteria, record accurate data to support defect management and maintain information traceability between requirements, tests and defects.

Duty 12: Communicate status and metrics against test activities, test results and defects using appropriate communication styles and media.

Duty 13: Advise and support others on testing activities including providing feedback, for example on challenges arising within testing or within multi-disciplinary teams.

Duty 14: Store, manage and share all test and related data securely in a compliant manner.

Duty 15: Practice continuous self-learning to keep up to date with technological developments to enhance relevant skills and take responsibility for own professional development.

Entry Requirements

Qualifications

Apprentices aged 16-18 on their apprenticeship start date, without level 2 English and maths, will need to achieve this level prior to taking the EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Apprentices aged 19+ on their apprenticeship start date, without level 2 English and maths, are exempt from achieving this prior to taking their EPA; this exemption is by prior agreement between the apprentice and employer.

Experience

There are no pre-requisite knowledge, skills or understanding requirements defined for entry onto this qualification.

EPA Requirements

To successfully complete the L4 Software Tester apprenticeship, apprentices must achieve at least a pass in both EPA assessment methods. This EPA consists of two discrete assessment methods which have the following grades awarded.

Assessment Method 1 (AM1): Scenario-based test.

- Fail.
- Pass.
- Distinction.

Assessment Method 2 (AM2): Professional discussion underpinned by portfolio.

- Fail.
- Pass.
- Distinction.

All assessment methods must be taken within a six-month period, otherwise the entire EPA will need to be re-sat/re-taken

EPA Gateway

For this apprenticeship all apprentices must spend a minimum of 12 months on programme, of which a minimum of 20% must be spent undertaking off-the-job training, before being eligible to undertake the EPA.

Before starting the EPA, an apprentice must meet the following gateway requirements:

- The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.
- Apprentices must have achieved English and Maths qualifications in line with the apprenticeship funding rules.
- For the professional discussion underpinned by portfolio (AM2), the apprentice must submit their portfolio of evidence.

Apprentices may request additional time if they require a reasonable adjustment. Information on how and when to apply is contained within the reasonable adjustments policy.

Once the apprentice is ready to enter gateway, the following must be submitted to progress:

- Gateway form:
  - Confirming any dates the apprentice is unavailable during the EPA period.
  - Advising Accelerate People if the apprentice requires any reasonable adjustments to be made during the EPA.
  - Confirmation signatures that the apprentice is ready for the EPA.
- Evidence of:
  - Maths and English qualifications at Level 2 or above (or acceptable equivalent as specified in the entry requirements section), **or**
  - Confirmation that the apprentice is exempt from achieving English and Maths qualifications.
- The apprentices completed electronic portfolio (for AM2).

The gateway form along with all documentation must be uploaded before the EPA can commence. Failure to upload any of the required documentation may delay the EPA start date.

Knowledge, Skills and Behaviours

There are no mandatory vendor qualifications or knowledge modules for this apprenticeship. Apprentices are expected to be able to demonstrate competence against the assessment criteria specified within the assessment plan. The assessment criteria are based on the following KSBs, which apprentices are expected to be competent in before entering gateway.

Knowledge

K1: The relationship between testing and quality assurance and how testing contributes to higher quality.

K2: The difference between error, defect, and failure including the distinction between the root cause of a defect and its effects.

K3: The impact of context on the test process including the activities, tasks and work products that support the test process.

K4: The need for traceability between the requirements/test basis and the test work products.

K5: The principles underpinning the psychology of testing including how the required mindset differs from the development mindset, and how this can influence success of software testing activities.

K6: The importance of accuracy and clear documentation of software tests and defects.

K7: The relationship between test activities and software development activities in the software development lifecycle.

K8: The application of testing across different recognised software development methodologies (sequential and iterative).

K9: The range and features of software test types within the broad categories of functional, non-functional, white box/structural and change-related testing.

K10: The objectives and approaches for testing at different test levels (such as unit testing, component integration testing, system testing, system integration testing and user acceptance testing).

K11: The role of static testing techniques and the review process in early defect detection.

K12: The characteristics of black box, white box and experience-based test techniques.

K13: The application of common black box techniques to derive test conditions and test cases (equivalence partitioning, boundary value analysis, decision table testing and state transition testing).

K14: The role of software testing within the context of project and product risk reduction in the systems development life cycle.

K15: The defect management process.

K16: The typical metrics used to support the monitoring and control of testing.

K17: The classification of tools to support testing.

K18: The role of test automation in the context of the software development lifecycle.

K19: The need for conformance to specific industry standards where appropriate (such as GDPR, health informatics, safety critical, etc.) related to software testing.

K20: Where software testers fit within the wider team and the roles and responsibilities that others play.

K21: The characteristics of software architecture that impact on software testing in the development lifecycle.

K22: The core testing behaviours, skills and tools that are common to developers, testers, and multi-skilled roles in development lifecycles.

K23: The typical security vulnerabilities that should be addressed by testing in general and specifically by penetration testing.

Skills

S1: Apply static test techniques.

S2: Apply black box test techniques such as equivalence partitioning, boundary value analysis, decision table testing and state transition testing.

S3: Analyse test objectives and requirements/test basis to define test scope and coverage criteria.

S4: Use tools to automate, manage or support any test activity.

S5: Apply a regression strategy including selection of tests, maintenance of regression suites and identifying tests suitable for automation.

S6: Use defect tracking tools.

S7: Adapt and apply testing activities according to industry standard development methodologies (sequential and iterative).

S8: Apply the range of different software test types within the broad categories of functional, non-functional (security, performance & usability), and white box/structural testing.

S9: Apply and support testing at different test levels appropriate to the software development lifecycle (such as unit testing, component integration testing, system testing, system integration testing and user acceptance testing), taking into account the fundamentals of testing.

S10: Conform to specific industry standards where appropriate (such as GDPR, health informatics, safety critical, etc.) related to software testing.

S11: Maintain up to date knowledge of technological developments in the field of software testing.

S12: Record and interpret test progress and results, communicating test status to the relevant stakeholders.

S13: Design and follow tests to achieve coverage criteria.

Behaviours

B1: Maintains a productive, professional, and secure working environment.

B2: Works independently and takes responsibility. For example, disciplined and responsible approach to risk, works diligently regardless of how much they are being supervised, accepts responsibility for managing their own time and workload and stays motivated and committed when facing challenges.

B3: A problem-solving mindset within their own remit, being inquisitive and resourceful when faced with a problem to solve. Applies appropriate solutions. Ensuring the true root cause of any problem is found and a solution is identified which prevents recurrence.

B4: Applies logical thinking, for example, uses clear and valid reasoning when making decisions related to undertaking the work instructions.

B5: Analytical - uses informal and formal techniques to deconstruct a scenario or test basis to identify tests that will demonstrate software and systems are fit for purpose.

B6: Works collaboratively with a wide range of people in different roles, internally and externally, with a positive attitude to inclusion & diversity.

B7: Communicates effectively in a wide variety of situations; for example, contributing effectively to meetings and presenting complex information to technical and non-technical audience.

Assessment

AM1: Scenario-based Test

A scenario-based test allows a practical assessment of competence and involves direct testing under controlled conditions. The apprentice will be presented with scenarios where they will be able to demonstrate how they can apply their knowledge, skills and behaviours.

This assessment method has two components:

- Scenario-based test.
- Questioning.

Component One: Scenario-based Test

The apprentice will be presented with scenario-based tests set by the EPAO. The tests will have a total time of nine hours which must be completed over two consecutive days.

The scenario-based test must take place in a suitably controlled environment that is a quiet space, free of distractions and influence; it must be overseen by an invigilator to ensure that the apprentice completes the assessment independently. If the scenario-based test is undertaken remotely the EPAO must ensure that the apprentice is unable to gain an advantage through materials in the room, screen sharing, or other behaviours, and they must verify the identity of the person carrying out the tests.

Apprentices will complete three scenario-based tests:

1. Scenario 1 - Testing from given requirements specification and acceptance criteria (6 hours).
2. Scenario 2 - Use of static test techniques and test process context (1.5 hours).
3. Scenario 3 - Apply black box test techniques (1.5 hours).

Each scenario-based test will last for the time specified above. Once begun, each test cannot be split, other than to allow for comfort breaks. Meal breaks are permitted to ensure that the assessment complies with the working time directive legislation on breaks and lunchtimes. The apprentice will be given one simulation at a time; scenario 1 will be completed and submitted online by the end of day one, and scenarios 2 and 3 will be completed and submitted online by the end of day two. At the beginning of each scenario, the apprentice will be provided with a scenario of no more than 250 words together with an information pack with supporting information, the timeframe permitted, and the items available for use.

Example content for the scenario-based tests:

Scenario 1:

- Identify, record, and update the status of testing tasks.
- Identify test types, scenarios, and ideas/conditions to conduct on an exploratory basis, including suitable test techniques that could be employed.
- Execute exploratory testing across more than one update of the application.
- Maintain a log of defects.
- Identify required interactions with other roles in the team.
- Represent testing aspects in a retrospective/review.
- Differentiate the typical approach to testing, including its interaction with other development activities and people, dependent on whether the scenario is conducted as part of an Agile/iterative or traditional/sequential development lifecycle.

Scenario 2:

- From a given test plan and requirements specification, perform a review of the specification using a given checklist.
- Identify and record defects, including type, severity and priority based on the risks identified in the test plan.

Scenario 3:

- Select suitable test techniques that could be used to test given scenarios.
- Identify the parameters required for the implementation of a test technique in a given scenario.
- Build detailed test cases for a specified test technique in a given scenario.

The products of each scenario will be submitted online to the independent assessor through a secure portal. The independent assessor will use the submitted evidence to make a judgement against the grading criteria mapped to this assessment method. This will then be supplemented by questioning by the independent assessor to establish the apprentice's understanding of underpinning reasoning for their actions within the scenarios.

Component Two: Questioning

Questioning will involve questions that focus on the scenario-based test. It is a structured conversation with an independent assessor and is designed to draw out the best of the apprentice's competence and excellence and covers the assessment criteria assigned to this assessment method.

Key points:

- Questioning will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam.
- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.
- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the questioning will be cancelled.
- The questioning will last for 45 minutes with the independent assessor having the discretion to increase the time of the questioning by up to 10% to allow the apprentice to complete their last answer.
- A minimum of nine questions will be asked based on the scenario-based test and will be formed based on the evidence and grading requirements in the table below.
- Apprentices are allowed access to their test outputs throughout the questioning.
- Questions will only be based on the evidence submitted for this assessment method.
- The questioning cannot commence until a minimum of five working days after the scenario-based test has taken place.

AM2: Professional Discussion Underpinned by Portfolio

Portfolio

Training providers must work with the employer and apprentice to select the best evidence completed during the whole of the apprenticeship. All evidence should be real work tasks, and be clear, well documented and demonstrate competency against the assessment criteria listed in the assessment plan.

Typically, portfolios will contain ten discreet high-quality tasks covering a range of different assessment criteria in each, although it is expected that there will be overlaps of assessment criteria in each task. Evidence sources may include:

- Written accounts of activities that have been completed.
- Workplace documentation and records.
- Workplace policies and procedures.
- Witness statements.
- Annotated photographs.
- Video clips (maximum total duration ten minutes); the apprentice must be in view and identifiable.
- This is not a definitive list; other evidence sources are possible.

Any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions. The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this.

The portfolio should **not** include any methods of self-assessment or standalone knowledge statements. Any demonstration of knowledge must be in the context of a specific work-related task.

Portfolios should be in an electronic format which must be submitted to Accelerate People at gateway. Paper-based portfolios will not be accepted. If an apprentice uploads a video clip this must be a file that can be uploaded with their portfolio. A link to a video will not be accepted and will not be used as part of their evidence.

Professional Discussion

The professional discussion will take place at least ten working days after the portfolio has been accepted at gateway.

- The professional discussion will take place online via video conferencing.
- Apprentices will need access to the internet and a working webcam for the entire duration.
- The apprentice must have access to a quiet room and, unless reasonable adjustments have been requested for additional support, be alone in the room.

- Apprentices must have photographic identification (ID) to verify their identity, if they do not produce any ID then the professional discussion will be cancelled.
- The professional discussion will last for 75 minutes with the independent assessor having the discretion to increase the time of the questioning by up to 10%.
- A minimum of ten questions will be asked and will be formed based on the evidence and grading requirements in the table below.
- Apprentices are allowed access to their portfolio throughout the professional discussion.

Assessment Criteria

AM1: Scenario-based Test

KSBs	Pass Criteria	Distinction Criteria
K2, K3, K4, K6, K11, K14, K16, S1, S2, S3, S7, B4, B5	Highlight the relationship between error, defect, and failure including the distinction between the root cause of a defect and its effects. (K2) Describe the impact of context on the software test process including the activities, tasks and work products that support the test process. (K3) Explain why and how they record traceability between requirements and the software test work products. (K4) Apply static testing techniques as part of highlighting their role in early defect detection. (K11, S1) Explain the pitfalls of not recording/benefits of recording clear and accurate software test documentation, results and defects. (K6)	Extrapolate the results from testing to summarise and evaluate metrics in relation to: - Meeting exit criteria/definition of done. - Analysing the impact of change. - Recommending actions - Identifying scope for improvement. (K4, K6, K16, S3) Justify the selection of appropriate test techniques for the scenario situations given. (K3, S2)

KSBs	Pass Criteria	Distinction Criteria
	Describe the role of software testing within the context of project and product risk reduction in the systems development life cycle. (K14) List the typical metrics to support the monitoring and control of testing. (K16) Demonstrate how they select and apply the following Black Box test techniques: • Equivalence partitioning. • Boundary value analysis. • Decision table testing. • State transition testing. (S2) Demonstrate how they analyse test objectives and requirements/test basis to define test scope and coverage criteria. (S3) Show how they adapt and apply the testing activities according to industry standard development methodologies (sequential and iterative). (S7) Explain how they apply logical thinking to their Software Test activities. (B4) Explain how they use informal and formal techniques to deconstruct a scenario or test basis to identify tests that will demonstrate software and systems are fit for purpose. (B5)	

AM2: Professional Discussion Underpinned by Portfolio

KSBs	Pass Criteria	Distinction Criteria
K1, K5, K7, K8, K9, K10, K12, K13, K15, K17, K18, K19, K20, K21, K22, K23, S4, S5, S6, S8, S9, S10, S11, S12, S13, B1, B2, B3, B6, B7	Describe how the fundamental principles, objectives and psychology of testing, influence testing activities including the relationship between testing and quality assurance. (K1, K5) Describe how the fundamental test process activities are influenced by the context of the software development lifecycle utilised and how they could be adapted to a different lifecycle approach and other project development contexts. (K7, K8) Outline the characteristics of software architecture that impact on software testing in the development lifecycle. (K21) Describe the need for conformance to specific industry standards where appropriate (such as GDPR, health informatics, safety critical, etc.) and how they have conformed to them related to software testing. (K19, S10) Explain where Software Testers fit within the wider team and the roles and responsibilities that others play, identifying core testing behaviours, skills and tools applicable across roles. (K17, K20, K22) Explain how they have applied, supported and been aware of the	Evaluate how their use of tools has contributed to improvements in productivity, processes, or product quality. (K17, S4) Evaluate the risk mitigation that has been achieved using by non-functional testing activities. (K9, S8) Describe how a testing mindset has helped to prevent problems and identify areas for improvement in software testing and development processes, skills and tools. (K5, B3) Give examples of how the needs of different audience types have been considered, overcoming communication barriers to be able to inform, convince, and influence them in regard to product quality. (S12, B7)

| | objectives of testing at different test levels (such as unit component testing, component integration testing, system testing, system integration testing and user acceptance testing). (K10, S9)

Explain how they have applied a range of different software test types within the broad categories of functional, non-functional (security, performance & usability) and white box/structural testing. (K9, S8)

Describe the characteristics of black box, white box and experience-based test techniques and how to apply specific techniques. (K12, K13)

Describe the defect management process and show how they have used defect tracking tools to support the process in force at their workplace. (K15, S6)

Describe how they record, interpret, report and communicate clear, accurate and traceable test documentation, results, defects and status in line with testing policy/strategy/standards in force. (S12)

Describe the role of test automation in the software development lifecycle and how they have used test automation, management, or any other tools to support software testing. (K17, K18, S4) | |

KSBs	Pass Criteria	Distinction Criteria
	Describe the typical security vulnerabilities that should be addressed by testing in general and specifically by penetration testing. (K23)	
	Describe how they have implemented a regression testing strategy, including why and how they have selected specific tests for regression testing, identification of tests suitable for automation, and the ongoing maintenance of a regression suite. (S5)	
	Describe how they have maintained up to date knowledge of technological developments in the field of software testing. (S11)	
	Describe how they design and follow tests to achieve coverage criteria. (S13)	
	Explain how they maintain a productive, professional and secure working environment. (B1)	
	Show how they work independently and take responsibility for work outcomes regarding risk, managing timescales and workload staying motivated and committed when facing challenges. (B2)	
	Discuss how they have adopted a problem-solving mindset within their own remit, being inquisitive and resourceful when faced with a problem to solve. Apply appropriate solutions, ensuring the true root cause of any problem is	

KSBs	Pass Criteria	Distinction Criteria
	found and a solution is identified which prevents recurrence. (B3) Discuss how they work collaboratively with a wide range of people in different roles, internally and externally, with a positive attitude to inclusion & diversity. (B6) Explain how they communicate effectively in a wide variety of situations both internally and externally presenting complex information to technical and non-technical audiences. (B7)	

Grading

Each assessment method is graded individually and combined to give an overall grade. Assessment criteria do not appear in more than one assessment method, therefore assessment criteria failed in one assessment method cannot then be demonstrated in the other assessment method. All EPA methods must be passed for the EPA to be passed overall.

Grades from individual assessment methods will be combined in the following way to determine the grade of the EPA as a whole:

Scenario-based Test	Professional Discussion Underpinned by Portfolio	Overall Grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Re-sits and Re-takes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does. Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

An apprentice who fails one or more assessment methods, and therefore the EPA in the first instance, will be required to re-sit or re-take the failed assessment method(s) only.

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within two months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within four months of the EPA outcome notification.

All assessment methods must be taken within a six-month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Specimen

All specimen materials can be accessed by registered training providers from the knowledge area on ACE360.

Accelerate People

Accelerate People are an independent EPAO specialising in digital apprenticeship EPAs. If you have any questions or queries relating to this qualification specification or EPA, please contact us using the details below.

Registered training providers with Accelerate People can access further guidance material on the knowledge base on ACE360.

Contact Details

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