ISTQB Accreditation Guidelines to Evaluate Training for the Foundation Level 2018 Syllabus

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Revision History

Date	Version	Description	Author(s)
12th January 2018	0.2	ISTQB Accreditation Guidelines 2018 Foundation Syllabus version: 0.2 Created based on ISTQB Accreditation Guidelines 2008-2012 Advanced Level Syllabus	Klaus Olsen
14th January 2018	0.3	Overall rule 2 deleted, as identical to rule 6 of this version *"All K3 learning objectives require both lecture and exercises."*	Klaus Olsen
19th January 2018	1.0	Technical edit for cross-review.	Rex Black
11th February 2018	Beta	Included cross-review comments	Rex Black
6th April 2018	GA	Included all beta comments	Rex Black
18th April 2018	GA	Final review and package creation	Rex Black
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to Evaluate Training for the
2018 Foundation Syllabus

1. Objectives

This document provides guidelines for the evaluation of ISTQB® Foundation Level Training by Accreditation authorities (Member Boards or ISTQB-recognized Accreditation Boards). It provides guidance to training providers who want to create courses that will be successfully accredited.

Training is made up of two main parts: the course material and the trainer (also referred to as "tutor" or "instructor").

2. Overall Rules

The following rules apply to the accreditation of Foundation Level course material:

1. Traceability and completeness: The course material to be accredited must demonstrate coverage of all applicable learning objectives. Accreditation applications shall include a traceability matrix showing coverage of the learning objectives in terms of presentation and supporting materials.

2. Timing: For each module, all chapters must be covered with at least as much time as required in the syllabus. Accreditation applications shall include a timing matrix showing the time allocated per chapter.

3. Content: The material discussed in each chapter and section of the Foundation Level syllabus must be presented. The presentation, exercises, exercise solutions, and other course materials must be consistent with the material in the Foundation Level syllabus. (Note: Course material may cover additional learning objectives, topics and/or additional terms. Accreditation authorities shall not consider these as part of the accreditation process unless contradictory with or derogatory towards the ISTQB program, in which case accreditation shall be denied.)

4. Glossary: For any term defined, the course material must be consistent with the definition of that term in the current version of the ISTQB Glossary.

5. Examples: All K2 and K3 learning objectives must contain at least one realistic software or systems project example (see section 3 below).

6. Exercises and solutions: All K3 learning objectives must have at least one practical, non-trivial exercise drawn from a realistic, software or systems project (see section 4 below). For live classes, all exercises must be solved by the students in class (i.e., not as optional or required homework) and a solution reviewed in class by the instructor. For e-learning or correspondence classes, an exercise solution must be provided in the course material.

7. Full review: Accreditation authorities may not use sampling methods (i.e., evaluating some sections instead of the full course). All materials provided with the course must be evaluated.

3. Evaluation of Examples

All K2 and K3 learning objective must contain at least one example. Examples must be appropriate for the module being taught and must be drawn upon realistic software or system projects; i.e., trainers should not use "toy" projects or non-computer-related projects. Ideally, examples should be substantiated and be drawn from real life occurrences.

4. Evaluation of Exercises and Answers

Exercises must be appropriate for the module and K-level taught, adapted to the module being taught, and must be drawn upon realistic software or systems projects; i.e., trainers should not use "toy" projects or non-computer-related projects. Ideally, exercises should be substantiated and be drawn from real life occurrences. Each exercise should also include solutions.

5. Evaluation of Trainer Notes

If the slides are not self-explanatory, or are a direct copy of the syllabus without supporting text, notes about what tutors are expecting to say on each section should be available. These "trainer notes" can be "presenter notes" in the slides or a separate document.

6. Evaluation of the Trainer (Primary or Secondary Tutor)

Trainers must hold at least the certification that they are teaching. Accreditation authorities may select additional criteria to accredit trainers (e.g., previous teaching or consulting experience, etc.). If such is the case, the additional criteria will be made public before the accreditation request is sent. Accreditation authorities are reminded that training and (practical) testing experience are required, and that presenting at conferences does not cover the same skills as lecturing on a training course.

7. Evaluation of Additional Material

If trainers reference additional material (such as books not referenced in Foundation Level syllabus), they shall provide that material to the Accreditation authority and ensure that this material is not in conflict with the Foundation Level and other ISTQB® syllabi.