

## Appendix A Syllabus TickITplus Foundation course

This syllabus is for the TickITplus Foundation training course. The course is aimed at both Assessors and Practitioners at the Foundation level, and is a mandatory entrance to the TickITplus scheme and other TickITplus courses. The syllabus presents the entire key training course components and to what level the course needs to cover each aspect. It gives a training provider and course developer as well as the accreditation organization for the course all the necessary information to assure that all courses run in accordance with this syllabus and have the same conformance on the market, and that the quality is measured and supervised. It also gives the Examination Providers detailed instruction on the construction, content and performance of the examination for TickITplus Foundation Assessors and Practitioners.

### 1 Learning objectives

Learning objectives describe in outline what delegates shall understand and be able to do at the end of the course. Delegates shall need to demonstrate acceptable performance in all these areas in order to complete the course successfully, and it shall be tested in the examination that follows.

By the end of the course, delegates shall be able to:

- understand and describe the TickITplus concepts and materials (K-level 2)
- have a basic knowledge of the relevant standards and their context of use and requirements (K-level 1)
- explain the purpose and principles of process assessment, including use of the Base Process Library (BPL) and generation and use of the Process Reference Model (PRM) and the Process Assessment Model (PAM) (K-level 3)
- describe the combined process for planning and conducting an audit in combination with a process assessment (K-level 3)
- describe the roles and responsibilities for the parties involved in TickITplus audits and assessment, as well as Assessor and Practitioner grades (K-level 2)
- show understanding of the concepts and methods of process capability assessments (K-level 2)

- act as an Assessor or Practitioner, with the skills needed to participate and conduct assessments at Foundation level (K-level 3).

The K-level factor is described in Section 3, 'Course content' in this appendix.

### 2 Course prerequisites

The course provider must declare in their marketing and information material that the following prerequisites exist and also undertake an appropriate check that the delegates fulfil them, at least at the start of the course. The prerequisites are based on the requirements in the *Core Scheme Requirements Baseline 1.1* of TickITplus.

Prerequisites for the TickITplus Foundation course are:

- a good understanding of the content and aims of ISO 9001 through training or use
- a general awareness of standards related to IT and software quality
- a good knowledge and understanding of quality issues in IT and software through training or use
- an understanding of process management and its meaning through training or use
- a good knowledge and experience of basic audit techniques through training or use (to become a TickITplus Foundation Assessor, Lead Auditor training or equivalent is mandatory, and, for a Practitioner, highly recommended).

### 3 Course content

Each course element describes a basic learning component that needs to be covered both by the course and the related examination. Where a more detailed description of what the course shall cover is required, this is shown in the table below.

The K-level indicator provides an indication of the degree of detail expected and knowledge to be demonstrated, as follows:

- 1 – (know, remember, recognize, recall) basic understanding and recognition only
- 2 – (understand, explain, give reasons, compare, classify, summarize) appreciation of the purpose and how it fits into the overall scheme
- 3 – (apply in a specific context) detailed understanding and the ability to implement worked examples where appropriate

- 4 – (analyse) ability to separate information in a scenario into its basic parts for better understanding and distinguish between facts and inferences (not used for the Foundation course).

The K-level indicator is complemented by a coverage indicator describing how much detail shall be covered in a specific course. Other courses or prerequisites complete any coverage gaps. This index is defined as follows:

- 1 – covered briefly as an overview, often as a repetition or as an introduction to deeper coverage in later courses
- 2 – general coverage of the basic concepts for understanding and use
- 3 – covered in detail for a full understanding and the ability to practice in accordance with TickITplus requirements.

(Example: where participants are expected to have some audit experience or training and then audit process, this is indicated as K-level 3 and coverage 1.)

It is up to the course provider to combine the course elements across the sessions, which shall be focused on in presentations and what depth of knowledge shall be gained via exercises. **Elements with a K-level indicator of 3 or 4 shall always have some practical exercises related to them.**

At accreditation of the course, the list of course elements shall be used to assure that the content and the learning objectives have been met through the presentation sessions and exercises.

## TickITplus – Requirements for Training and Examinations

Course element	Overview	Content	K-level	Coverage	Examination	
		<b>Introduction and overview</b>				
A0 Introduction to the course						
Content	Describe the course format	Describe the course format, course objectives, course material and format for performance assessment and examination	1	1		
Background	Describe the TickIT concept and the reasons for TickITplus	Describe the TickIT scheme background and concept	1	2		
		Describe the background for developing TickITplus and the aims of TickITplus	1	2		
A1 General overview of the scheme – concepts and implementation						
TickITplus	Overview of TickITplus	Go through the basic concepts of TickITplus and the combination of an audit and a process assessment	2	3	X	
		Introduce the BPL and the key role played by this tool	2	2		
		Introduce the focus on improvement and the improvement plan	1	1		
		Introduce the different requirements standards used in the scheme and also the compliance standards and their use	1	1		
	TickITplus dossier and organizations	Introduce the TickITplus organizations and their different roles	2	2	X	
			Introduce the TickITplus documentation structure and content	2	2	
			Introduce the TickITplus website	1	1	
Knowledge of ISO/IEC 15504 and process capability	Structure and content of ISO/IEC 15504	Explain the structure and different components in the standard	2	2	X	
	Examination of ISO/IEC 15504-2	Introduce the concept of process assessment through a presentation of ISO/IEC 15504-2 and its requirements	3	3	X	

Course element	Overview	Content	K-level	Coverage	Examination
A2 Introduction of roles in TickITplus assessment					
TickITplus roles and grades	TickITplus Assessor role and grades	Present and go through the requirements of the different Assessor roles	2	3	X
	TickITplus Practitioner role and grades	Present and go through the requirements of the different Practitioner roles	2	3	X
		Discuss how the different Assessors and Practitioners can co-operate in an assessment situation	1	1	
A3 Presentation of the requirement standards for TickITplus					
Knowledge of related standards	Structure and content of ISO 9001	Describe the structure and content of the standard in brief and describe and go through the TickITplus interpretation of mandatory processes in the BPL	1	2	X
	Introduction to ISO 2000 and ISO 27001	Describe these standards in brief and describe how they are used in TickITplus for certification scope and Skills Profiles	1	1	
A4 Presentation of the TickITplus concept for process assessment					
Process assessment	Assessment process	Describe the assessment process for both internal use and certification and how it is effected by TickITplus; show the combined audit and assessment flow and present the different assessment types	2	2	X
	The PAM	Explain the structure and use of BPL, PRM and PAM in TickITplus, including process types (A, B and C) and process instances	3	3	X
	Process and capability dimension	Describe the concept of capability measure in TickITplus	3	2	X
A5 Presentation of the assessment variants in TickITplus					
Concepts of self-assessment, and certification	Different parties for assessment	Introduce the different variants, go into detail about what differentiates them and the road map to certification	2	2	X

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Course element	Overview	Content	K-level	Coverage	Examination
A6 Presentation of Skills Profiles and their use in TickITplus					
Understanding Skills Profiles and the use of Skills Framework for the Information Age (SFIA)	Competence requirements	Describe the different Profiles and their use in scope and assessment resourcing	1	2	X
A7 Presentation of the scheme documentation and Configuration Management					
Understanding the TickITplus scheme documentation structure	TickITplus documents and their content	Describe the content in the different TickITplus documents as well as the baseline structure and how they are interrelated	2	2	X
		<b>Operation of the scheme</b>			
B1 TickITplus capability assessment concepts and methods					
	Process assessment concept	Include a detailed examination of ISO/IEC 15504-2, and describe PRM and process capability model components	3	2	X
	Process assessment framework	Describe how process assessment acts as the basis for both requirement and capability assessment	2	2	X
B2 The TickITplus concepts and use of the BPL and its use in producing a PRM					
	Structure of the BPL	Describe the process groupings, and their relationship to requirements and reference standards – and also their differences from these standards	3	3	X
		Go through the mapping of requirements from standards into the BPL	3	2	X
		Describe process outcomes, base practices and work products, and give examples	3	3	X
		Describe the BPL structure and its use	3	3	X
	The PRM concept	Describe the format and nomenclature of the PRM and its relationship to the Quality Management System (QMS)	2	2	X
	PRM scoping	Describe the different scope domains, their interrelations and how they relates to Skills Profiles	2	2	X

Course element	Overview	Content	K-level	Coverage	Examination
	Mapping BPL to PRM	Give examples of how mapping BPL to PRM is done at the Foundation level, and explain multiple core and supplementary outcomes as well as generic, defined and Implemented Processes	3	3	X
B3 Development and use of PAM and tools					
	Introduction to the PAM	Describe the content of a PAM as well as its use	2	2	X
		Describe how the scope influences the development of the PAM	2	2	X
		Explain a typical PAM for a TickITplus Foundation assessment	3	3	X
		Show how a PAM can be defined from an existing PRM	3	3	X
B4 Transferring assessment results into capability maturity levels					
	Transferring the assessment result to capability	Describe through different examples how an assessment result is counted and translated to capability	2	1	X
	Translating capability results to maturity level	Describe the differences between the maturity levels and which processes are related to the Gold and Platinum levels	1	1	
B5 How to perform TickITplus Foundation assessments and data collection					
	Describe the process for performing a Foundation assessment	Introduce ways of undertaking data collection and describe these for the Foundation level	1	2	
		Introduce the Assessment Strategy and give an example of a Foundation assessment programme; describe the planning process	2	2	
		Describe the outcome from the assessment in the form of what shall be recorded and presented	1	2	

## TickITplus – Requirements for Training and Examinations

Course element	Overview	Content	K-level	Coverage	Examination
B6 How to perform assessments at the Bronze level					
		Introduce differences from a Foundation assessment	1	1	
B7 How to perform assessment at the Silver level					
	Not covered in this course				
B8 How to perform assessments at the Gold and Platinum levels					
Not covered in this course					
	Not covered in this course				
B9 TickITplus audit and assessment scoping and planning					
		Describe audit scoping, use of Scope Profiles and planning for a Foundation level audit; describe the Assessment Strategy and the planning process	3	2	X
B10 TickITplus use of improvements planning and assessment					
		Introduce the role of the improvement plan as a basis for Assessment Planning	1	1	
B11 Conducting capability assessments and reporting					
	Not covered in this course				
B12 Conducting ISO 9001 audits and collating assessment results					
		Describe how the combined audit and process assessment shall be performed and how results shall be handled, and give an example of assessment report	2	2	X
B13 Pre-assessment data collection and the role of practitioners					
		Introduce how the collection of data shall be performed in collaboration with Auditors and Practitioners	1	1	
B14 Improvement evaluation					
	Not covered in this course				

Course element	Overview	Content	K-level	Coverage	Examination
B15 TickITplus audit reporting and review, certification criteria					
		Describe the relationship between rating and nonconformities; describe how the results from a Foundation audit shall be handled	2	2	X
B16 Non-certification self-assessment					
		Introduce and present guidelines for self-assessment (internal use of TickITplus assessment)	2	2	X
B17 Non-certification independent assessment					
	Not covered in this course				