

Foundation Level Specialist

CTFL® Automotive Software Tester (CTFL®-AuT)

Accreditation Guidelines

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International Software Testing Qualifications Board

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(hereinafter called ISTQB®).

Revision History

Version	Date	Remarks
1.0	31.03. 2017	Initial Version
1.1	21.09.2017	Rework after ISTQB® PWG Review
1.2	28.05.2018	Rework after BETA Review
1.3	04.07.2018	Watermark removed and trademark restriction added after GA approval and for ISTQB® publication

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1 Objectives

This document provides guidelines for the evaluation of CTFL® Automotive Software Tester (CTFL®-AuT) 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: course material and trainer (also referred to as “tutor” or “instructor”).

2 Overall Rules

The following rules apply to the accreditation of Foundation Level Automotive Software Tester course material.

2.1 Traceability and Completeness

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

2.2 Learning Objectives

All K3 and K4 learning objectives require lecture, examples, and exercises (additional rules below, see section 2.7). All K2 learning objectives require lecture and exercises. All K1 learning objectives require lecture.

2.3 Timings

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 and section.

2.4 Content

The material discussed in each chapter and section of the CTFL® Automotive Software Tester syllabus must be presented. The presentation (a straight copy of just the syllabus to a presentation is not sufficient), course timetable, examples, exercises, exercise solutions, student notes or book, lecturer notes and other course materials must be consistent with the material in the CTFL® Automotive Software Tester syllabus. (Note: Course material may cover additional learning objectives, topics and/or terms. Accreditation authorities shall not consider these as part of the accreditation process unless these additional materials¹ are contradictory with or derogatory towards the ISTQB® program, in which case accreditation shall be rejected.)

2.5 Glossary

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

¹ Extra material must be highlighted as such so the students know it will not be examined and therefore do not need to revise these areas.

2.6 Examples

All K2 and above learning objectives must contain at least one realistic automotive software or systems project example (see below Evaluation of Examples).

2.7 Exercises

All K3 and K4 learning objectives must have at least one practical, non-trivial exercise drawn from a realistic automotive software or systems project (see below Evaluation of Exercises and Answers). For live classes, all exercises should 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.

2.8 Commonality

There is no common material between the Foundation syllabus and the CTFL® Automotive Software Tester syllabus, except for Glossary terms that are shared across all ISTQB® syllabi. The CTFL® Automotive Software Tester syllabus is consistent with the other ISTQB® syllabi.

2.9 No Sampling

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

3.1 ISTQB® Accreditation Guidelines

The accreditation process has to follow the ISTQB® Accreditation Guidelines in the released version.

3.2 Evaluation of Examples

Any K2 or above learning objective must be covered with at least one automotive example.

Examples must be appropriate for the material being taught and must be drawn upon realistic automotive software or system projects; i.e., trainers should not use toy projects or non-software-related projects. Ideally, examples should be substantial and be drawn from real life occurrences.

3.3 Evaluation of Exercises and Answers

Any K3 and K4 learning objective must be covered with at least one exercise.

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

3.4 Evaluation of Trainer

Trainers must hold at least the certification that they are teaching and at least the Foundation Level CORE Certificate.

3.5 Evaluation of Training Provider

The training provider must have a valid, active ISTQB® Foundation Level Accreditation for Foundation Level course materials. In other words, only currently accredited Foundation Level training providers may apply for the CTFL® Automotive Software Tester course accreditation.

4 Disclaimer of Legal Liability

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