Certified Tester Accreditation Guidelines to Evaluate Training for the Digital Accessibility Testing Syllabus

Version 1.0

International Software Testing Qualifications Board



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Revision History

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0. Objectives

This document provides guidelines for the evaluation of ISTQB® Certified Tester Digital Accessibility Testing (CT-DAT) 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”).

1. Overall Rules

The following rules apply to the accreditation of CT-DAT course material:

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	Learning Objectives	All K3 and K4 learning objectives require both lecture and exercises (see additional rules below). Course materials must be consistent with the Foundation, except where attempting to do so would create a conflict with basis areas one through five.
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.
4	Content	The material discussed in each chapter and section of the syllabus must be presented. The presentation, exercises, exercise solutions and other course materials must be consistent with the material in the 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.)
5	Glossary	For any term defined, the course material must be consistent with the definition of that term in the version of the ISTQB® Glossary referenced by the syllabus, or a later version.
6	Example	All K2 and above learning objectives must contain at least one realistic software or systems project example.
7	Exercise	All K3 LOs and K4 LOs, and all HOs must have at least one practical, non-trivial exercise drawn from a realistic, software or systems project (see 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.
8	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.

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2. Evaluation Rules

2.1 Evaluation of Examples

Any K2 (or above) LO 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.

2.2 Evaluation of Exercises and Answers

Exercises must be appropriate for the module and K/HO-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.

2.3 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.

2.4 Evaluation of 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 is required, and that presenting at conferences does not cover the same skills as lecturing on a training course.

2.5 Evaluation of Additional Material

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

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