

Assessor Training Syllabus

The Assessor Training Syllabus is independently maintained outside of the Scheme

The main headings in this syllabus address the key themes of ISO/IEC 15504.

Section	Sub-section	Comment
Overview of the Standard	Introduction to the course	Position the course and its role in the context of assessment. a) Relate the course to the development of assessor competency. Identify other, non-training actions needed for initial achievement of competency, and ongoing as an assessor. b) Identify the competencies included in this course.
	Background	Understand the evolution of process assessment, its impact on the software engineering field, and its relationship to TQM concepts. a) Outline the background and antecedents of the Standard.
	Process assessment vs. Process conformance auditing	Compare and contrast assessment as performed in the Standard with process conformance auditing.
	Product suite	Explain the product suite of the Standard.
	Comparison of the Standard with other standards and methodologies	Compare and contrast the Standard with other standards e.g. ISO 9001, ISO 9000-3, and ISO/IEC 12207 Amd and its Assessment Model with other models e.g. CMM, Trillium, Bootstrap. Distinguish process assessment standards from quality standards. Note: Other relevant standards may be substituted or added for comparison based on local needs. Only a high level comparison of concepts is required.
The Process Assessment Model	Introduction	Obtain an understanding of the Process Model Architecture: a) Describe the field of application (intended audience and use). b) Define the purpose. c) Define the objectives. d) Identify the advantages and limitations of Process Model use. e) Explain the structure and requirements of the Process Reference Model, Process Capability Model, Assessment Model and the relationship of other Compatible Assessment Models with the Process Reference Model and Process Capability.

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	Definitions	<p>Acquire a conceptual understanding of the Process Reference and Process Capability Models.</p> <p>a) Define key terms upon which Process Reference and Process Capability Models concepts are based.</p>
	Components of the process capability model	<p>Develop familiarity with the Process Reference Model and Process Capability Model components. (e.g. Process Category, Process, Process Purpose, Process Attribute, Capability Level):</p> <p>a) Explain the architecture.</p> <p>b) Describe the components and give examples of each.</p> <p>c) Explain the relationship among the components.</p> <p>d) Explain the notation used for the various components.</p>
	Detailed architecture of a Process Reference Model	<p>Obtain a more detailed understanding of the Process Categories, Processes, process purpose, process outcomes.</p> <p>Note: A Process Reference Model needs to be selected appropriate to the needs of the application domain of participant interest.</p> <p>a) Describe each of the process categories.</p> <p>b) Describe processes in terms of process purpose and outcomes.</p>
	Detailed architecture of the Process Capability Model	<p>Obtain a more detailed understanding of Capability Levels, Process Attributes and their interrelationship.</p> <p>a) Describe each of the capability levels.</p> <p>b) Explain the concept of process attributes.</p>
	Determination of actual ratings	<p>Understand how achievement ratings for process attributes are determined.</p> <p>a) Explain the rating mechanism.</p> <p>b) Explain a process profile.</p>
	Components of an assessment model	<p>Obtain an understanding of either the Assessment Model of Part 5, or a compatible assessment model structure. In the case of Part 5:</p> <p>a) Explain and define the base practices.</p> <p>b) Explain the use and scope of the base practices.</p> <p>c) Explain the management practices.</p> <p>d) Explain the interrelationships between management practices, process attributes and capability levels.</p>

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Conduct of an assessment	Assessment preparation	<p>Understand how to prepare for an assessment, addressing the following issues:</p> <ul style="list-style-type: none"> a) Identification of assessment inputs (purpose, scope, constraints, and characteristics). b) Criteria for selection of an assessment team. c) Team roles. d) The need for a team briefing. e) Risk factors identification and to whom they are reported f) Selection of appropriate assessment techniques (interviews, questionnaires, documentation reviews etc.). g) Selection of an appropriate assessment tool h) Preparing an assessment plan and schedule. i) Explaining the duties of OU co-ordinators. j) Preparing and conducting the OU briefing. k) Explaining how participants are selected. l) Explaining confidentiality issues. m) Identifying criteria for the support documentation and records.
	Execution of an assessment	<p>Understand how information is collected, verified, cross-referenced, and the assessment plan implemented.</p> <ul style="list-style-type: none"> a) Explain how information is collected. b) Explain and demonstrate how information is categorized. c) Explain how information is verified and how compliance is assessed.
	Reporting assessment results	<p>Relate assessment results to the assessment context</p> <ul style="list-style-type: none"> a) Explain and demonstrate how assessment outputs can be presented. b) Explain the requirements for content of the Assessment Record. c) Explain the requirements for reporting assessment results.
	Assessment conformance	<p>Explain and demonstrate how an assessment can be checked for conformity and non-conformity to the requirements of the Standard.</p>

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Using a Compatible Assessment Model	Introduction	<ul style="list-style-type: none"> a) Define the purpose of a compatible assessment model b) Describe how a compatible model supports process assessment. c) Describe how a compatible model supports the requirements defined in Part 2. d) Explain the requirements from Part 2 for compatibility of an assessment model. e) List the inputs to, and outputs from a compatible model f) Identify the types of the assessment indicators. g) Describe how the assessment indicators relate to the organisations process h) Identify the advantages and limitations of assessment indicators. i) Identify misuses of the assessment indicators.
	Conducting an exemplar assessment	<p>Conduct an exemplar assessment so participants can learn to:</p> <ul style="list-style-type: none"> a) Apply the assessment tool to define the scope and context of an assessment. b) Map actual work products to those listed in the compatible model c) Select the appropriate indicators for a given scope and type of assessment. d) Use the indicators to make guided judgements about process existence and process capability. e) Use the tool to score, record, and present assessment results. f) Use the assessment tool to produce ratings. g) Store other information, as applicable, captured during an assessment.
	Reporting the assessment results	<p>Assemble a sample assessment report identifying sufficient elements of the assessment to illustrate:</p> <ul style="list-style-type: none"> a) The scope of the assessment input; b) The nature of the identification of the objective evidence gathered; c) the assessment approach used; d) An example of a process profiles resulting from the assessment; e) The identification of any additional information collected during the assessment that was identified in the assessment input to support process improvement or process, as appropriate.

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	Summary	Review the effectiveness of the assessment (what worked, what didn't, what value was added, critical success factors). a) Guide a review of the assessment after its completion. b) Summarize key points and lessons learned.