

# Requirements for Training and Examinations

The TickIT*plus* scheme

Version 1.1.0



*IT Quality Management  
and Certification*

ISO 9001  
ISO/IEC 20000-1  
ISO/IEC 27001  
ISO 26262  
BS10754 (formerly PAS 754)

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Prepared by Folke Nilsson on behalf of the ITA

Review by ITA

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## Abbreviations

ACI	Assessment Coverage Index
BPL	Base Process Library
CMMI	Capability Maturity Model Integration
CSR	Core Scheme Requirements
IMS	Integrated Management System
IRCA	International Register of Certified Auditors
ISO 12207	Refers to ISO/IEC 12207 (see below for full details)
ISO 15288	Refers to ISO/IEC 15288 (see below for full details)
ISO 15504	Refers to ISO/IEC 15504-2 (see below for full details)
ISO 20000	Refers to ISO/IEC 20000-1 (see below for full details)
ISO 27001	Refers to ISO/IEC 27001 (see below for full details)
IT	Information Technology
ITA	International TickIT <i>plus</i> Association
PAM	Process Assessment Model
PRM	Process Reference Model
QMS	Quality Management System
RAP	Requirements for Assessors and Practitioners
RTEX	Requirements for Training and Examinations (this document)
SFIA	Skill Framework for the Information Age
SPICE	Software Process Improvement and Capability Determination (see ISO 15504)

The following Standards are mentioned in this document. Their current version and title are listed at <https://www.tickitplus.org/en/introduction-to-tickitplus/related-standards.html>

ISO 9001  
 ISO/IEC 12207  
 ISO/IEC 15288  
 ISO/IEC 15504-2  
 ISO/IEC 20000-1  
 ISO/IEC 27001

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## 1 Introduction

TickIT*plus* is both an improvement tool and an ISO 9001-based accredited certification scheme. This document provides the requirements that need to be met in order to ensure the consistency of training and examination by:

- accrediting TickIT*plus* training courses (see Section 3.1)
- accrediting TickIT*plus* trainers (see Section 3.3)
- accrediting TickIT*plus* course providers (see Section 3.2)
- providing independent examination of TickIT*plus* Assessors and Practitioners (see Section 6).

This document needs to be read in conjunction with the other scheme documentation, principally:

- the TickIT*plus* Core Scheme Requirements (CSR), which describes the whole purpose and modus operandi of operating the scheme
- the TickIT*plus* Requirements for Assessors and Practitioners (RAP), which sets out the requirements for registered TickIT*plus* Assessors and Practitioners, and the objectives of the training and examinations.

This document, including this introduction, uses terms and abbreviations that have a special or defined meaning within the TickIT*plus* scheme. All such terms and abbreviations are defined in the glossary of terms (see Appendix G) or the Abbreviations.

The International TickIT*plus* Association (ITA) is responsible for the approval of a Course Registrar and an Examination Provider based on the requirements in this document.

Three levels of training course are defined which, together with corresponding examinations, are intended to qualify candidates as registered TickIT*plus* Assessors and Practitioners. These comprise:

- the Foundation course which provides a mandatory introduction to the TickIT*plus* scheme for candidate TickIT*plus* Foundation Assessors and Practitioners
- the Capability course which builds on the Foundation material to provide an understanding of the TickIT*plus* Capability Level for candidate TickIT*plus* Capability Assessors and Practitioners
- the Optimizing course which builds on the Capability course material to provide advanced process management based on measurements and quantitative techniques for candidate TickIT*plus* Optimizing Assessors and Practitioners.

Examinations verify achievement at each level. They may be sat independently of the courses, or immediately after course delivery, and provide part of the qualifications needed to achieve registration as an Assessor or Practitioner at the three levels.

## 2 Overview of training course types

Three levels of course are specified within the TickIT*plus* scheme:

- The Foundation level course provides a basic overview of the entire scheme

- The Capability level course covers the requirements at the Bronze and Silver levels of the scheme
- Optimizing level course covers the scheme requirements at the Gold and Platinum levels.

The TickIT*plus* training courses are aimed at providing delegates with an awareness of the TickIT*plus* scheme requirements for process assessment and improvement, but do not aim to teach in depth skills for process development and improvement, or process assessment, as these are prerequisites for particular roles. Therefore, the training courses at each level shall be applicable to both Assessors and Practitioners.

These courses are not to be regarded as specialist IT courses for any of the standards included in the scheme, such as ISO 9001, ISO 20000 or ISO 27001. Assessors who undertake formal third party assessments against these standards should be appropriately qualified to do so as required by the corresponding accreditation rules.

Providing that the requirements described in this document are met, the course duration, detailed content and method of delivery are all at the discretion of the Course Provider, subject to approval by the Course Registrar.

A general introduction to each course level along with course prerequisites, content, delivery approach, trainer qualifications and experience is provided below. Detailed course syllabuses are covered in Appendix A, Appendix B and Appendix C.

## 2.1 General

### 2.1.1 General Course Prerequisites

Course prerequisites are described for each level of course in the sub-sections below, but in general it is recommended that delegates have a good practical knowledge and experience of the ISO 9001 requirements, along with a basic understanding of IT fundamentals and the processes described in ISO 12207 and ISO 15288.

While alignment with ISO 15504 is a key part of TickIT*plus*, no prior training in this standard is required, although experience in process capability development and assessment methods would be a distinct advantage at the Capability and Optimizing Levels. The understanding and use of measurement and quantitative techniques, although not mandatory at the Optimizing level, would be desirable.

Delegates shall be informed of the course prerequisites prior to accepting a place on a training course.

### 2.1.2 Course Content and Coverage

Each course syllabus contains a set of learning objectives that must be covered by the course and, where applicable, the related examination. Detailed descriptions of the course syllabuses are given in Appendix A, Appendix B and Appendix C respectively. A K-level indicator and a coverage indicator accompany each learning objective.



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

Level 1 - know, remember, recognize, and recall basic understanding and recognition only

Level 2 - appreciation of the purpose and how it fits into the overall scheme

Level 3 - detailed understanding and the ability to implement worked examples where appropriate

Level 4 - 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).

A coverage indicator describes how much detail shall be covered in a specific course complements the K-level indicator. Other courses or prerequisites complete any coverage gaps. This coverage indicator levels are defined as follows:

Level 1 - covered briefly as an overview, often as a repetition or as an introduction to deeper coverage in later courses

Level 2 - general coverage of the basic concepts for understanding and use

Level 3 - covered in detail for a full understanding and the ability to practice in accordance with TickIT*plus* requirements.

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

Course Providers shall be responsible for combining course elements and sessions to cover all the sections and learning objectives specified in the relevant syllabus, providing the depth of learning (K-level) and coverage required. The depth of learning achieved shall be checked during the course, with sections with a K-level indicator of 3 or 4 always having some practical exercises related to them.

At accreditation of the course, the list of course sections shall be used to assure that the content and the learning objectives have been met through the presentation sessions and exercises. See Section 4.2 for more information on course material structure and content.

## 2.2 Foundation course

This is the starting level and is intended for those new to the TickIT*plus* scheme. It is mandatory for all entrants to the scheme and is intended to prepare delegates for the application of TickIT*plus* in practice, while preparing them for taking the Foundation level examination. The course provides:

- an understanding of TickIT*plus* concepts
- an overview of the scheme and its operation
- a basic understanding of process capability
- details of the core TickIT*plus* components
- guidance on implementing a TickIT*plus* based management system
- the recommended approach to conducting TickIT*plus* assessments.

Note: both course completion and achieving the pass mark in the examination are requirements for registering as a TickIT*plus* Foundation level Assessor or Practitioner.

### 2.2.1 *Prerequisites for the course*

There are no prerequisites for delegates attending this course other than the general criteria described in Section 2.1.1.

### 2.2.2 *Content and delivery of the course*

The following requirements shall be covered:

- the course content shall cover the syllabus given in Appendix A
- the course shall be the same for both Assessors and Practitioners
- the duration shall not be less than 2 days, although this may include the time taken for the examination.

## 2.3 **Capability course**

This course is aimed at building on the material in the Foundation course and is intended to prepare delegates for the application of TickIT*plus* in practice at the Capability level, while also preparing them for taking the Capability level examination. The course provides:

- details of the TickIT*plus* scheme requirements at the Bronze and Silver levels covering the process attributes and generic practices
- awareness of the approach to assessments at Bronze and Silver levels
- an understanding of the improvement requirements contained in the scheme based on process outcomes.

Note: the use of exercises shall be restricted to the Type-A processes within an ISO 9001 context although references during the delivery of the course to other process types and standards can be made as appropriate to the delegates.

### 2.3.1 *Prerequisites for the course*

Delegates shall have attended the TickIT*plus* Foundation course, although there is no requirement for delegates to have sat the TickIT*plus* Foundation examination in order to attend the Capability course.

Note: to become a registered TickIT*plus* Capability Assessor or Practitioner both the TickIT*plus* Foundation and Capability examinations must be passed.

### 2.3.2 *Content and delivery of the course*

The following requirements shall be covered:

- the course content shall cover the syllabus given in Appendix B
- the course shall be the same for both Assessors and Practitioners
- the duration shall not be less than 2 days, although this may include the time taken for the examination.

## 2.4 Optimizing course

This course is aimed at building on the material in the Capability course and is intended to prepare delegates for the application of TickIT*plus* in practice at the Optimizing level. The course also prepares delegates for taking the Optimizing level examination. The course provides:

- details of the TickIT*plus* scheme requirements at the Gold and Platinum levels covering the process attributes and generic practices
- advanced process development using measurements and quantitative techniques
- awareness of the approach to assessments at Gold and Platinum levels
- general and specific improvement models based on measurements and quantitative techniques
- advanced statistical-based analysis and reporting methods.

### 2.4.1 Prerequisites for the course

Delegates shall have completed the TickIT*plus* Capability course, although there is no requirement for delegates to have sat the TickIT*plus* Capability examination in order to attend the Optimizing course

Note: to become a registered TickIT*plus* Optimizing Assessor or Practitioner the TickIT*plus* Foundation, Capability and Optimizing examinations must be passed.

### 2.4.2 Content and delivery of the course

The following requirements shall be covered:

- the course content shall cover the syllabus given in Appendix C
- the course shall be the same for both Assessors and Practitioners
- the duration shall not be less than 2 days, although this may include the time taken for the examination.

## 3 Accreditation of Training Courses, Course Providers and Trainers

### 3.1 Accreditation of Training Courses

See Section 2.1.2 for an overview of course content and coverage requirements, and Section 4.2 for course material requirements.

The Course Provider shall submit complete training course packages for the courses to be delivered to the Course Registrar for review and this shall include:

- course timetable
- material issued to delegates
- material used in the delivery of the course – slides, worked examples, etc.
- trainer's notes
- compliance matrix showing how the course syllabus requirements have been satisfied.

As courses are delivered, it is expected that improvements, additions and changes will be necessary. All changes shall be controlled with a fully maintained history.

The Course Provider shall resubmit courses for re-accreditation voluntarily or when required by the Course Registrar and recommended by ITA, when:

- there are significant changes to the course material which:
  - may affect compliance with the course syllabus
  - changes the overall course structure
  - represents more than a typographical, style or template change to any of the course package items listed above
- there are changes to the syllabus
- poor performance of the Course Provider as identified by exam results.

Note: the Course Registrar can request re-submission at any time, their discretion but usually due to one of the above scenarios.

All delivered courses shall be to the current syllabus or the previous syllabus, providing this is not more than 12 months old. Course Providers shall be responsible for maintaining their awareness of the current syllabus and the timely submission of any course changes that result from changes to the syllabus.

### 3.1.1 *Variations to requirements or submitted material*

Requests for variations to any of these requirements, previously submitted course baselines, or in respect of any special circumstances shall be considered for approval on written submission by the Course Provider to the Course Registrar in a timely manner.

### 3.1.2 *Review and monitoring of training courses*

Accreditation shall continue on a rolling 3-year cycle for as long as the Course Provider delivers the course, but may be subject to review and termination with 3 months' notification at any time.

The Course Registrar shall monitor the performance of Course Providers through the results of examinations, course feedback to the Course Registrar and complaints. Poor performance shall be notified to the Course Provider, who shall prepare a corrective action plan and submit it to the Course Registrar for acceptance. If performance does not improve over a reasonable period of time (depending on the frequency of course delivery), the Course Registrar shall have the right to terminate the Course Provider's accreditation for delivering the course or courses.

ITA or the Course Registrar shall retain the right to sample any course delivery on an ad hoc basis.

## 3.2 **Accreditation of Course Providers**

In order to become a TickIT*plus* approved Course Provider, the provider shall make a formal request to the Course Registrar with the following information:

- the Legal Entity name of the course provider
- the TickIT*plus* courses to be provided
- a compliance matrix for each course to be provided based on the course syllabus

- a list of accredited trainers (see Section 3.3).

The Course Registrar shall ensure that:

- the Course Provider is a properly formed legal entity and has met all copyright requirements (use of standards, etc.) for running TickIT*plus* courses
- the Course Provider has documented procedures that cover the delivery of courses, and the management of related documentation and records
- trainers are appropriately accredited (see Section 3.3)
- there is adequate coverage of the syllabus, with a mix of lectures, practical work and revision appropriate to the level and subject area of each course
- the course material, including presentations, candidate hand-outs, notes, exercises and case studies, is fit for purpose, and relevant to the syllabus (see Section 3.1).

At their discretion, the Course Registrar may restrict accreditation to one or a range of courses only.

Once the Course Provider has been accredited, they may use the Course Provider accreditation mark and registration number. They will be listed as an Accredited Training Organization on the TickIT*plus* website.



### 3.3 Accreditation of Trainers

The Course Registrar shall review professional information on each trainer including CV and evidence of required qualifications and experience to deliver the courses (see Section 5.2), to ensure that trainers are appropriately qualified, are skilled in teaching, have knowledge and experience of the subject area, and are familiar with the syllabus.

At their discretion, the Course Registrar may restrict accreditation to one or a range of courses only.

## 4 Training course administration and delivery

This section describes how Course Providers deal with the administration of courses to satisfy the TickIT*plus* requirements.

### 4.1 Course Provider processes

Course Providers shall define, document and effectively implement processes, procedures and plans to ensure that approved training is:

- compliant with the requirements within this document
- configured and managed under change control
- competently presented
- capable of monitoring delegate performance
- appropriately improved and updated
- measured, monitored and audited.

The processes, procedures and plans covering the above areas shall be available for review by the Course Registrar at accreditation or on request.

## 4.2 Course material

Course Providers shall provide the Lead Trainer (see Section 5.2) with all the necessary material and supporting documentation to deliver a successful course, including model answers to exercises, guidance on assessing feedback and marking schemes where tests are undertaken.

The Course Provider shall ensure that:

- there is consistent learning across sections and that they include the use of presentations, feedback sessions and practical exercises
- sections with a K level of 3 or 4 always include practical exercises
- practical exercises amount to no less than 50% of the course duration.

Training material shall be clearly presented and structured for ease of use, identifying:

- the syllabus and learning objectives for the course
- the delegate assessment process covering both on-going assessments during the course and the examination
- the approach for gaining feedback for the purposes of course improvement
- the course structure, format and programme
- the learning objectives for each section within the course
- instructions for the delegates' use of the material, including realistic timescales
- examples of typical documents, reports, etc.
- how, when and how frequently delegates may contact trainers for help, guidance and feedback
- methods for delegates to assess their learning and to seek timely feedback and coaching from Trainers.

Note: as a guide, a response to communications from delegates in e-learning within 24 hours would be considered timely.

## 4.3 Training records

The Course Provider shall keep a record of all courses undertaken and all delegates who have completed the training, identifying:

- training course delivered, i.e. Foundation, Capability or Optimizing
- method of delivery, i.e. classroom, e-learning or blended
- course material and syllabus version
- Course Provider and venue
- date and duration of the course
- Course Manager
- Lead Trainer and any additional trainers

- list of delegates completing the course.

#### 4.3.1 *Summaries and complaints*

In addition to the training records, the Course Provider shall obtain feedback about the course from delegates and shall take action to address any negative points or identifiable trends. Any changes to the course material as a result of corrective actions shall be notified to the Course Registrar.

Any formal complaints raised by delegates during, after or about the course shall be forwarded to the Course Registrar (see Course Manager Responsibilities Section 5.1).

#### 4.3.2 *Delegate assessment*

Feedback shall be provided by the Lead Trainer on activities during training to ensure delegates can self-assess their understanding and achievement of the learning objectives, and identify any areas requiring further work.

In order to satisfactorily complete the course, each delegate shall:

- complete all required elements of the course and demonstrate acceptable levels of performance
- satisfactorily complete any assigned tasks connected with the learning, such as worked examples, exercises, case studies and tests.

Note: while it is not part of the examination criteria, the Lead Trainer will ensure that all delegates taking the examination are considered capable of doing so based on their course performance (see above).

## 5 **Course Provider staff**

This section defines key Course Provider staff for:

- Course Manager
- Lead Trainer

Note: there is no requirement that holders of these roles be in full-time employment with the Course Provider. The Course Manager role may also be combined with the Lead Trainer role.

### 5.1 **Course Manager**

A Course Manager shall be identified with overall responsibility for the content and delivery of the course with the necessary authority to remedy deficiencies with all aspects of the course delivery including responsibility for:

- ensuring that the course material conforms to the requirements specified in this document, and has been accredited by the Course Registrar
- ensuring that a Lead Trainer has been identified who complies with the requirements specified in this document, and has been accredited by the Course Registrar
- providing the Course Registrar with course information



- effective communication and resolution of issues raised prior to, during and after course delivery, by the Course Registrar, Course Provider, Lead Trainer or the delegates.

## 5.2 Lead Trainer

The Lead Trainer has the overall responsibility for leading the course and shall:

- be a registered TickIT*plus* Assessor or Practitioner at, or above, the level of the course being delivered
- have achieved a score of 85% or above in the examination for the level of course being delivered
- have taken a registered (IRCA or equivalent) Lead Auditor course and passed any associated examination
- have demonstrable and verifiable experience of developing, deploying, maintaining and improving IT related processes within an organisation
- have verifiable experience of leading training course modules, either as an accredited trainer for lower level TickIT*plus* courses, or by working as an additional course trainer (see below) under the supervision of an accredited Lead Trainer.

Note: the Course Registrar may use their discretion to accredit a potential Lead Trainer if not all of the above are fully satisfied, however any such dispensation shall be approved by ITA before finalising the accreditation.

The Course Manager may choose to involve additional course trainers for the purpose of gaining experience in the course delivery or to support the Lead Trainer on courses with a large number of delegates. The following shall apply in such cases:

- The Lead Trainer has overall responsibility for the delivery for the course (see above)
- The Lead Trainer will be involved throughout the course
- Other trainers shall be registered TickIT*plus* Assessors or Practitioners at or above the level of the course being delivered.

## 6 Examinations

An Examination Provider shall be appointed by ITA. The Examination Provider is responsible for the development, provision, marking, record keeping, review and dispute handling of all examinations under the TickIT*plus* scheme. Course Providers shall not be appointed as the Examination Provider.

In order for Assessors and Practitioners to be registered at a TickIT*plus* level they shall take a written examination provided by the Examination Provider.

Examination candidates shall take the TickIT*plus* Foundation course before sitting the TickIT*plus* Foundation level examination.

Examination candidates shall take the TickIT*plus* Capability course and be a registered TickIT*plus* Foundation Assessor or Practitioner before sitting the TickIT*plus* Capability level examination unless ITA has approved a concession allowing the candidate to sit the TickIT*plus* Capability level examination without taking the TickIT*plus* Capability level course.



An approved concession shall only be provided following a written request to ITA which provides evidence that the examination candidate:

- is a registered TickIT*plus* Foundation Assessor or Practitioner
- has recognised and recent experience of Capability process development (Practitioner) or Capability assessment (Assessor).

Examination candidates shall be a registered TickIT*plus* Capability Assessor or Practitioner in order to sit the TickIT*plus* Optimizing level examination.

Note: there is no requirement to take the TickIT*plus* Optimizing level course prior to sitting the TickIT*plus* Optimizing level examination, although it is highly recommended.

## 6.1 Examination Provider processes

The Examination Provider's processes, procedures or plans covering the following shall be available for review at any time by ITA:

- examination development and support
- examination delivery and marking
- record keeping
- dispute handling.

## 6.2 Examination content

The examination content at each examination level shall adequately cover the associated course level syllabus.

The Examination Provider shall:

- have access to competent TickIT*plus* resources (Assessors or Practitioners) approved by ITA in order to develop examination questions
- develop a library of questions per section from which a specific set of examination questions can be compiled for every examination occasion
- ensure that every question is tagged with section and depth (i.e. K-level).

The format of questions, methods of scoring and marking is at the discretion of the Examination Provider, but shall fulfil all requirements in this document and in Appendix D, Appendix E and Appendix F.

Examination material shall have restricted access and be formally controlled by the Examination Provider.

Trainers shall not have access to any examination questions used as part of an examination.

Examination material shall be available for review by ITA, together with a formal policy statement showing the criteria for the examination pass mark.

## 6.3 Examination delivery

It is expected that examinations will normally be delivered at the final session of the training course, but the Examination Provider may change this arrangement or add

additional approaches, such as online examinations, subject to discussion and agreement with ITA.

Provision of invigilator requirements shall be agreed between the Course Provider and the Examination Provider ensuring that the requirements for restricted access to the examination questions given in section 6.2 are maintained at all times.

There shall be a sufficient and suitable selection of examination questions available to the Examination Provider such that within each set of the examination material up to 30 per cent of the questions may be different to any other set of examination material.

Applicants shall be notified of their results within 2 weeks of taking the examination, or for re-examinations.

Unsuccessful examination candidates shall not be permitted to sit another examination at the same level until remedial activities have been completed to the satisfaction of the Course Registrar. Such remedial activities shall be provided by the Course Registrar or by Course Provider and be notified to the Course Registrar, and may include the requirement to attend or re-attend the associated training course.

#### **6.4 Examination records**

The Examination Provider shall maintain an accurate record of all results, including:

- examination level undertaken
- examination paper number
- name of the applicant
- date of the examination
- Course Provider
- overall score.

#### **6.5 Certificate award**

The certificates showing examination results shall be issued to successful candidates no more than 1 month following the examination and include:

- examination level
- name of the delegate
- date of the examination
- the TickIT*plus* logo
- the name and signature of the person authorizing the award
- a unique certificate identification number.

## Appendix A TickIT*plus* Foundation level course syllabus

Note: for definition of K-Level and Coverage Indices see Section 2.1.2.

Sections	Content	K-level	Coverage	Examination
A	Introduction and overview			
A0	Introduction to the course			
Content	Describe the course format, course objectives, course material and format for performance assessment and examination	1	1	
Background	Describe the TickIT <i>plus</i> scheme background and concept	1	2	
	Describe the background for developing TickIT <i>plus</i> and the aims of TickIT <i>plus</i>	1	2	
A1	General overview of scheme – concepts and implementation			
Overview of TickIT <i>plus</i>	Go through the basic concepts of TickIT <i>plus</i> and the combination of an audit and a process assessment	2	3	✓
	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	
	Introduce the TickIT <i>plus</i> organisations and their different roles	2	2	✓
	Introduce the TickIT <i>plus</i> documentation structure and content	2	2	
	Introduce the TickIT <i>plus</i> website	1	1	
Knowledge of ISO 15504 and process capability	Explain the structure and different components in the standard	2	2	✓
	Introduce the concept of process assessment through a presentation of ISO 15504 and its requirements	3	3	✓
A2	Introduction of roles in TickIT <i>plus</i> assessment			
TickIT <i>plus</i> roles and grades	Present and go through the requirements of the different Assessor roles	2	3	✓
	Present and go through the requirements of the different Practitioner roles	2	3	✓
	Discuss how the different Assessors and Practitioners can co-operate in an assessment situation	1	1	
A3	Presentation of the requirement standards for TickIT <i>plus</i>			
Knowledge of related standards	Describe the structure and content of the ISO 9001 standard in brief and describe and go through the TickIT <i>plus</i> interpretation of mandatory processes in the BPL	1	2	✓
	Describe the other standards, like ISO 20000 and ISO 27001 in brief and describe how they are used in TickIT <i>plus</i> for certification scope and Skills Profile	1	1	

## TickITplus – Requirements for Training and Examinations

Sections	Content	K-level	Coverage	Examination
A4	Presentation of the TickITplus concept for process assessment			
Process assessment	Describe the assessment process for both internal use and certification and how it is affected by TickITplus; show the combined audit and assessment flow and present the different assessment types	2	2	✓
	Explain the structure and use of BPL, PRM and PAM in TickITplus, including process types (A, B and C) and process instances	3	3	✓
	Describe the concept of capability measures in TickITplus	3	2	✓
A5	Presentation of the assessment variants in TickITplus			
Concepts of self-assessment and certification	Introduce the different variants, go into detail about what differentiates them and the road map to certification	2	2	✓
A6	Presentation of Skills Profiles and their use in TickITplus			
Skills profiles and the use of SFIA.	Describe the different Profiles and their use in scope and assessment resourcing	1	2	✓
A7	Presentation of the scheme documentation and Configuration Management			
	Describe the content in the different TickITplus documents as well as the baseline structure and how they are interrelated	2	2	✓
B	Operation of the scheme			
B1	TickITplus capability assessment concepts and methods			
	Include a detailed examination of ISO 15504, and describe PRM and process capability model components	3	2	✓
	Describe how process assessment acts as the basis for both requirement and capability assessment	2	2	✓
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	✓
	Go through the mapping of requirements from standards into the BPL	3	2	✓
	Describe process outcomes, base practices and work products, and give examples	3	3	✓
	Describe the BPL structure and its use	3	3	✓
PRM concept	Describe the format and nomenclature of the PRM and its relationship to an Integrated Management System (IMS)	2	2	✓
PRM scoping	Describe the different scope domains, their interrelations and how they relate to Skills Profiles	2	2	✓
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	✓

## TickITplus – Requirements for Training and Examinations

Sections	Content	K-level	Coverage	Examination
B3	Development and use of PAM and tools			
	Describe the content of a PAM as well as its use	2	2	✓
	Describe how the scope influences the development of the PAM	2	2	✓
	Explain a typical PAM for a TickITplus Foundation assessment	3	3	✓
	Show how a PAM can be defined from an existing PRM	3	3	✓
B4	Transferring assessment results into capability maturity levels			
	Describe through different examples how an assessment result is counted and translated to capability	2	1	✓
	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			
	Introduce ways of undertaking data collection and describe these for the Foundation level	1	2	
	Introduce the Assessment Strategy and the Assessment Coverage Index (ACI) 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	
B6	How to perform assessments at the Bronze level			
	Introduce differences from a Foundation assessment	1	1	
B7	How to perform assessments at the Silver level			
	Not covered in this course	-	1	
B8	How to perform assessments at the Gold and Platinum levels			
	Not covered in this course	-	1	
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	✓
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	-	1	
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	✓
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	-	1	

## TickIT*plus* – Requirements for Training and Examinations

Sections	Content	K-level	Coverage	Examination
B15	TickIT <i>plus</i> 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	✓
B16	Non-certification self-assessment			
	Introduce and present guidelines for self-assessment (internal use of TickIT <i>plus</i> assessment)	2	2	✓
B17	Non-certification independent assessment			
	Not covered in this course	-	1	

## Appendix B TickITplus Capability level course syllabus

Note: for definition of K-Level and Coverage Indices see Section 2.1.2.

Sections	Learning Objectives	Content	K-level	Coverage	Examination
A	Introductions				
A0	Introduction to the course				
	Describe course format, objectives, material and the approach to the on-going performance assessment and examination		1	1	
A1	General overview of scheme – concepts and implementation				
	Go through the basic concepts of TickITplus for process improvement and capability assessment		3	3	✓
	Review the structure and use of BPL, PRM and PAM, including process types (A, B and C)		2	1	✓
	Recap on the scope profile to process mapping table		2	1	✓
B	Capability level requirements				
B1	Maturity models				
	Reference to TickITplus and other capability models (CMMI, SPICE) and how they fit together		2	1	
	ISO 15504 approach and overview, measurement framework, processes		3	1	✓
B2	ISO 15504 requirements				
	Recap on the ISO 15504 requirements covering process and capability dimensions and measurement framework		2	2	✓
	Moving up the levels and assessing levels		3	2	✓
	Process attributes and generic practices		2	2	✓
	Interaction between the process dimension and the capability dimension		3	3	✓
	Review the characterization requirements		2	1	
C	TickITplus Capability Levels				
C1	TickITplus Bronze Level				
	Cover process attribute 2.1 and all generic practices in detail		4	3	✓
	Cover process attribute 2.2 and all generic practices in detail		4	3	✓
	Improvements at the Bronze level		2	3	
C2	TickITplus Silver Level				
	Cover process attribute 3.1 and all generic practices in detail		4	3	✓
	Cover process attribute 3.2 and all generic practices in detail		4	3	✓
	Improvements at the Silver level		2	3	
C3	Outcomes				
	Recap on Outcomes, types, applicability, construction		2	2	✓
	Implementing Outcomes		4	3	✓
	Assessing Outcomes		3	3	✓
C4	PRM requirements				
	Recap on the PRM		2	1	
	PRM approaches at the Capability level		3	2	

## TickITplus – Requirements for Training and Examinations

Sections	Learning Objectives	Content	K-level	Coverage	Examination
D	Capability Assessment				
D1	Planning a capability assessment				
	Briefly recap the requirement on input, roles, performing an assessment and recording the output		2	1	✓
	Briefly recap the different pre-assessment activities, Documentation and PRM review, Assessment planning and Assessment Readiness Review		2	1	✓
	Briefly recap the content and purpose of an Assessment Strategy and how it might change at the capability levels		2	1	✓
	Recap on the Assessment Coverage Index (ACI) and how it might change for Capability assessments		3	1	✓
D2	PAM requirements at the Capability Level				
	Briefly recap the content of a PAM and how to do the PRM to PAM mapping		3	1	✓
	Cover capability level characterisations		4	3	✓
	Cover the case when a process has two or more outcomes and the ratings for the outcomes are the same and when they are different.		3	3	✓
	Recap on raising findings related to characterisations		3	1	✓
E	Improvements				
E1	Reporting and improvements				
	Briefly recap how the assessment will be recorded and presented		2	1	✓
	Describe the link between assessment results and organisational improvement		3	2	✓
	Show how the results of improvements can be assessed through a capability assessment. Link improvements to better outcomes. Introduce ways of doing this		3	2	✓
E2	Optimizing level				
	Introduce the Optimizing level		1	1	



## Appendix C    TickIT*plus* Optimizing level course syllabus

Not included in this version

## Appendix D Examination Requirements TickITplus Foundation level

The examination is a written closed book examination of one and a half hours duration with 40 multiple-choice questions.

K-level 1 and 2 questions give 1 point and K-level 3 and 4 questions give 2 points. K-level 4 and preferably also K-level 3 questions shall be built on a scenario and K-level 1 and 2 questions can be related to these scenarios.

There will be a total of 50 points allocated as follows:

- 30 K-level 1 and 2 questions giving 30 points
- 10 K-level 3 questions giving 20 points.

The pass rate will be 65%.

The following sections (as defined in Appendix A) will be covered in the examination with the distribution in accordance with the table. Also the number of questions on a specific K-level is described to get the right balance of the examination in accordance with the course.

Section	Distribution of K-level in section in Syllabus				Distribution of examination questions per section and K-level				Examination questions per section	Percentage (%)
	1	2	3	4	1	2	3	4		
A0	3	0	0	0	0	0	0	0	0	0
A1	3	5	1	0	1	5	1	0	7	17.5
A2	1	2	0	0	2	0	0	0	2	5
A3	2	0	0	0	1	0	0	0	1	2.5
A4	0	1	2	0	0	2	1	0	3	7.5
A5	0	1	0	0	1	0	0	0	1	2.5
A6	1	0	0	0	1	0	0	0	1	2.5
A7	0	1	0	0	0	0	0	0	0	0
B1	0	1	1	0	1	1	1	0	3	7.5
B2	0	2	5	0	1	2	5	0	8	20
B3	0	2	2	0	0	1	2	0	3	7.5
B4	1	1	0	0	1	1	0	0	2	5
B5	3	1	0	0	1	1	0	0	2	5
B6	1	0	0	0	1	0	0	0	1	2.5
B7	0	0	0	0	0	0	0	0	0	0
B8	0	0	0	0	0	0	0	0	0	0
B9	0	0	1	0	1	1	0	0	2	5
B10	1	0	0	0	1	0	0	0	1	2.5
B11	0	0	0	0	0	0	0	0	0	0
B12	0	1	0	0	0	1	0	0	1	2.5
B13	1	0	0	0	0	0	0	0	0	0
B14	0	0	0	0	0	0	0	0	0	0
B15	0	1	0	0	0	1	0	0	1	2.5
B16	0	1	0	0	1	0	0	0	1	2.5
B17	0	0	0	0	0	0	0	0	0	0
	16	18	12	0	14	16	10	0	Σ 40	Σ100

## Appendix E Examination Requirements TickIT*plus* Capability level

The examination is a written closed book examination of one and a half hours duration with 30 multiple-choice questions.

K-level 1 and 2 questions give 1 point, K-level 3 questions give 2 points and K-level 4 questions give 3 points. K-level 4 and preferably also K-level 3 questions shall be built on a scenario and K-level 1 and 2 questions can be related to these scenarios.

There will be a total of 53 points allocated as follows:

- 14 K-level 1 and 2 questions giving 14 points
- 9 K-level 3 questions giving 18 points
- 7 K-level 4 questions giving 21 points.

The pass rate will be 75%.

The following sections (as defined in Appendix B) will be covered in the examination with the distribution in accordance with the table. Also the number of questions on a specific K-level is described to get the right balance of the examination in accordance with the course.

Section	Distribution of K-level in section in Syllabus				Distribution of examination questions per section and K-level				#Examination questions per section	Percentage (%)
	1	2	3	4	1	2	3	4		
A0	1	0	0	0	0	0	0	0	0	0
A1	0	2	1	0	1	0	1	0	2	6
B1	0	1	1	0	0	0	2	1	3	13
B2	0	3	2	0	2	2	1	0	5	11
C1	0	1	0	2	0	3	1	4	8	32
C2	0	1	0	2	0	0	2	1	3	13
C3	0	1	1	1	2	2	1	0	5	11
C4	0	1	1	0	0	0	0	0	0	0
D1	0	3	1	0	0	0	1	0	1	4
D2	0	0	3	1	2	0	0	0	2	4
E1	0	1	2	0	0	0	0	1	1	6
E2	1	0	0	0	0	0	0	0	0	0
	2	14	12	6	7	7	9	7	Σ30	Σ100

## Appendix F Examination Requirements TickIT*plus* Optimizing level

Not included in this version

## Appendix G Definition of terms

This appendix provides a formal definition for terms used in the text.

### G.1 Course Manager

An individual with overall responsibility for the content and logistics of the delivery of a course.

### G.2 Course Provider

An organisation delivering accredited TickIT*plus* courses.

### G.3 Course Registrar

The organisation that accredits Course Providers and training material.

### G.4 Examination Provider

The organisation developing, delivering and marking the TickIT*plus* examinations.

### G.5 Lead Trainer

The accredited trainer with overall responsibility for leading a TickIT*plus* course (see Section 5.2).

### G.6 K Level

A K-level, or Cognitive level, is used to classify learning objectives according to the revised taxonomy from Bloom [Anderson 2001].

Questions with different K-levels may be awarded with different pre-defined scores to reflect their cognitive level.

The Foundation and Capability exams cover four different K-levels (K1 to K4):

- K1 (Remember) = The candidate should remember or recognize a term or a concept.
- K2 (Understand) = The candidate should select an explanation for a statement related to the question topic.
- K3 (Apply) = The candidate should select the correct application of a concept or technique and apply it to a given context.
- K4 (Analyze) = The candidate can separate information related to a procedure or technique into its constituent parts for better understanding and can distinguish between facts and inferences.

### G.7 Integrated Management System

An Integrated Management System that combines the processes from several otherwise separate Management Systems, e.g. Quality Management System, Health and Safety Management System, Environmental Management System

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