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Foreword

ISO (the International Organization for Standardization) and IEC (the International Electrotechnical Commission) form the specialized system for worldwide standardization. National bodies that are members of ISO or IEC participate in the development of International Standards through technical committees established by the respective organization to deal with particular fields of technical activity. ISO and IEC technical committees collaborate in fields of mutual interest. Other international organizations, governmental and non-governmental, in liaison with ISO and IEC, also take part in the work.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular, the different approval criteria needed for the different types of document should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see www.iso.org/directives).

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For an explanation of the voluntary nature of standards, the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the World Trade Organization (WTO) principles in the Technical Barriers to Trade (TBT), see www.iso.org/iso/foreword.html.

This document was prepared by Joint Technical Committee ISO/IEC JTC 1, *Information technology*, Subcommittee SC 7, *Software and systems engineering*.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

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Introduction

This document provides a framework for assessor training aimed at training providers who design, develop, and/or deliver training courses for assessors conducting assessments conformant with ISO/IEC 33002.

The goal is to ensure that training offered by training providers adequately addresses the relevant content of the ISO/IEC 330xx family of process assessment standards together with the relevant content of process models and measurement frameworks used as the basis for assessment.

Each training course element is defined with a syllabus structured as a set of training modules which provide a recommended minimum set of competencies to be met by the assessor or lead assessor in conducting an assessment conformant with ISO/IEC 33002.

Each training module is defined with learning objectives with reference to the cognitive levels of learning defined in Bloom's taxonomy of learning objectives.

Competencies are the skills, knowledge, and personal attributes that enable effective performance. The competencies defined by assessor training are those pertaining only to knowledge and skills. A set of auxiliary personal attributes are however included in this document for reference.

The competency-based approach focuses on the desired participant outcomes of the training. One benefit to be derived from a competency-based approach is that it emphasizes results participants expect to achieve, not just content to be covered.

This document replaces the SPICE Assessor Training Syllabus version 4.0 dated 13 September 1999, released by the SPICE project, SC 7 WG 10 N 96.

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Information technology — Process assessment — Framework for assessor training

1 Scope

This document provides a framework for assessor training aimed at training providers who design, develop, and/or deliver training courses for assessors conducting assessments conformant with ISO/IEC 33002.

The document defines four training course elements:

— Foundation

— Process assessment model

— Assessor

— Practical assessment performance

Whilst the training is defined as separate training course elements, the elements can be combined into one or more training courses for delivery. Furthermore, training modules and learning objectives can be addressed in training courses in any combination or sequence.

2 Normative references

There are no normative references in this document.

3 Terms and definitions

No terms and definitions are listed in this document.

ISO and IEC maintain terminological databases for use in standardization at the following addresses:

— ISO Online browsing platform: available at https://www.iso.org/obp

— IEC Electropedia: available at http://www.electropedia.org/

4 Training content and delivery

The following are a set of best practices for the content and delivery of training courses:

— Participants receive preparatory information prior to the training event that includes a complete course outline, course schedule and an overview of the learning goals. Participants also receive background reading or work needed to prepare for the training accompanied by instructions.

— Training courses are built around a syllabus with content geared toward a particular target group. The level and prior experiences of participants is considered in designing the course.

— Training modules and materials include learning objectives with reference to the cognitive levels of learning.

— Training materials provided to participants include a set of presentation notes with support materials for each session (e.g. PowerPoint, participant worksheets, and handouts).

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