

Course Guideline

REQB® Certified Professional for Requirements Engineering

Foundation Level



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1 Introduction

The purpose of this document is to provide a guideline for training providers offering accredited courses for the REQB Foundation Level program.

The document provides requirements on the minimum time to be spent on each chapter, together with requirements on exercises and examples to be presented during a course.

2 Requirements for accredited courses

Providers of a REQB Certified Professional for Requirements Engineering Foundation Level Course must be accredited by the Global Association for Software Quality. Their experts review the training provider's documentation for accuracy. An accredited course is regarded as conforming to the syllabus. At the end of such a course, an officially Certified Professional for Requirements Engineering examination (CPRE exam) may be carried out by an independent certification institute (according to ISO 17024 rules).

Accredited Training Providers can be identified by the official REQB Accredited Training Provider logo:



An accredited course shall follow the following timeline for each chapter:

Chapter		Time
	General information about the REQB program and exam	10
1	Introduction to requirements (K2)	110
1.1	Requirement (K2)	90
1.1.1	The concept of a problem, a solution and a product (K2)	10
1.1.2	Definition and classification of requirements (K2)	20
1.1.3	Common attributes of requirements (K2)	20
1.1.4	Quality of requirements (K2)	20
1.1.5	Requirements Engineering, Requirements Management and Requirements Development (K2)	20
1.2	Standards and norms (K1)	20
2	Context of Requirements Engineering (K2)	40
2.1	Requirements Engineering in the context (K2)	20
2.2	Connected Processes (K2)	20
3	Requirements Engineering Process (K2)	80

3.1	Introduction to Requirements Engineering Process (K2)	40
3.2	Generic Requirements Engineering Process (K2)	20
3.3	Roles and Responsibilities (K2)	20
4	Requirements Management (K2)	160
4.1	Introduction to Requirement Management	10
4.2	Project and Risk Management (K2)	40
4.3	Traceability of Requirements (K2)	40
4.4	Configuration and Change Management (K2)	30
4.5	Quality Assurance (K2)	40
5	Requirements Development (K3)	290
5.1	Introduction to Requirements Development	10
5.2	Requirements Elicitation (K3)	100
5.3	Requirements Analysis (K3)	80
5.4	Requirements Specification(K2)	60
5.5	Requirements Validation and Verification (K2)	40
6	Requirements Engineering in models (K2)	100
6.1	Development and Maintenance Models and Approaches(K2)	60
6.2	Maturity Models (K2)	40
7	Tool Support (K2)	80
7.1	Advantages of Tools (K2)	30
7.2	Categories of Tools (K2)	20
7.3	Selecting Tools (K2)	30

An accredited course shall cover all learning objectives listed for the REQB Foundation Level syllabus and provide an evidence of mapping the relevant LO by a specific topic within the course.

Learning objectives for the REQB Foundation Level syllabus have been divided into different cognitive levels of knowledge (K-levels). Each section of this syllabus has a cognitive level associated with it:

- K1 Proficiency/Knowledge: Knowledge of precise details such as terms, definitions, facts, data, rules, principles, theories, characteristics, criteria, procedures. Students are able to recall and express knowledge.
- K2 Understanding: Students are able to explain or summarize facts in their own words, provide examples, understand contexts, interpret tasks.
- K3 Apply: Students are able to apply their knowledge in new specific situations for example, by applying certain rules, methods or procedures.

An accredited course shall provide exercises for Learning Objectives identified as K3, and examples for Learning Objectives identified as K1 and K2 as follows:

Chapter	Time	Exercises	Examples
General information about the REQB program and exam	10		
1 Introduction to requirements (K2)	110		20
2 Context of Requirements Engineering (K2)	40		
3 Requirements Engineering Process (K2)	80		10?
4 Requirements Management (K2)	160	20	30
5 Requirements Development (K3)	290	30	30
6 Requirements Engineering in models (K2)	100		20
7 Tool Support (K2)	80		20

Requirements on specific exercises are provided within the REQB Foundation Level syllabus and noted as “*For training companies*”.

For example: *For training companies: provide examples of requirements of different types and levels of abstraction.*

All terms and definitions listed at the beginning of each chapter/section should be explained in the course material according to the associated K-level.

3 Distribution of exam questions

The examination to become a Certified Professional for Requirements Engineering Foundation Level is based on this syllabus. All sections of this syllabus can thereby be tested. The examination questions are not necessarily divided into the individual sections. A question may refer to several sections.

The format of the examination is Multiple Choice.

Examinations can be taken after having attended accredited courses or in open examination (without a previous course). You will find detailed information regarding examination times on the website of GASQ (www.gasq.org) or on REQB's website (www.reqb.org).

The following table presents an approximated distribution of exam questions per each chapter of the REQB Foundation Level syllabus.

Chapter	Number of questions	K1	K2	K3
1 Introduction to requirements (K2)	5	1	4	
2 Context of Requirements Engineering (K2)	2		2	
3 Introduction to Requirements Engineering Process (K2)	2	1	1	
4 Requirements Management (K2)	7	2	5	
5 Requirements Development (K3)	16	3	10	3
6 Requirements Engineering in models (K2)	5		5	
7 Tool Support (K2)	4		4	