

LO in 2011 Syllabus	Unique LO	LO in Version 2018	K-Level 2018	Status	Justification for change (from 2011)
	Chapter 1	Fundamentals of Testing			
1.1	1.1	What is Testing?			Moved from section 1.2 in 2011 syllabus to allow a better flow
LO-1.2.1	FL-1.1.1	Identify typical objectives of testing (K1)	K1	Updated	Identify is more evidence based wording (modern learning research) Common replaced by typical
LO-1.2.3	FL-1.1.2	Differentiate testing from debugging (K2)	K2	Unchanged	N/A
1.2	1.2	Why is Testing Necessary?			Moved from section 1.1 in 2011 syllabus to start with definition first and then why testing is necessary.
LO-1.1.3	FL-1.2.1	Give examples of why testing is necessary (K2)	K2	Updated	Minor rephrase of LO
LO-1.1.4	FL-1.2.2	Describe the relationship between testing and quality assurance and give examples of how testing contributes to higher quality (K2)	K2	Updated	Rephrased to focus on relationship between testing and quality, instead of why testing is part of quality assurance
LO-1.1.5	FL-1.2.3	Distinguish between error, defect, and failure (K2)	K2	Updated	LO text clear and concise. Fault, mistake, bug removed Defect is the leading for fault and bug Error is the leading term for mistake in the glossary.
LO-1.1.2	FL-1.2.4	Distinguish between the root cause of a defect and its effects (K2)	K2	Unchanged	N/A
1.3	1.3	Seven Testing Principles			
LO-1.3.1	FL-1.3.1	Explain the seven testing principles (K2)	K2	Updated	Minor rephrase of LO the seven principles are kept unchanged
1.4	1.4	Test Process			
	FL-1.4.1	Explain the impact of context on the test process (K2)	K2	New	Testers needs to understand that their testing strategy need to changed based on the context of their project
LO-1.4.1	FL-1.4.2	Describe the test activities and respective tasks within the test process (K2)	K2	Updated	Updated wording and upgraded from K1 in 2011 to K2 in 2018 syllabus
LO-4.1.2	FL-1.4.3	Differentiate the work products that support the test process (K2)	K2	Updated	Moved from section 4.1 updated wording to accommodate better exam question
LO-4.1.3	FL-1.4.4	Explain the value of maintaining traceability between the test basis and the test work products (K2)	K2	Updated	Moved from section 4.1 updated wording to accommodate better exam question
1.5	1.5	The Psychology of Testing			

LO-1.5.1	FL-1.5.1	Identify the psychological factors that influence the success of testing (K1)	K1	Updated	Identify is more evidence based wording (modern learning research)
LO-1.5.2	FL-1.5.2	Explain the difference between the mindset required for test activities and the mindset required for development activities (K2)	K2	Updated	Rephrased for better understandability
Chapter 2 Testing Throughout the Software Development Lifecycle					
2.1 Software Development Lifecycle Models					
LO-2.1.1	FL-2.1.1	Explain the relationships between software development activities and test activities in the software development lifecycle (K2)	K2	Updated	Text is simplified and reduced from 2011
LO-2.1.2	FL-2.1.2	Identify reasons why software development lifecycle models must be adapted to the context of project and product characteristics (K1)	K1	Updated	Identify is more evidence based wording (modern learning research)
2.2 Test Levels					
LO-2.2.1	FL-2.2.1	Compare the different test levels from the perspective of objectives, test basis, test objects, typical defects and failures, and approaches and responsibilities (K2)	K2	Updated	The word typical is an ambiguous term. Responsibilities is what is to know and understand, instead of "people who test". Evidence of mastering this LO is better to get in certifications.
2.3 Test Types					
LO-2.3.1	FL-2.3.1	Compare functional, non-functional and white-box testing (K2)	K2	Updated	Better understandability. Structural testing is changed to white-box testing to make it easier on Foundation level and at the same time ensure alignment with ISTQB advanced level use of white-box
LO-2.3.2	FL-2.3.2	Recognize that functional, non-functional and white-box tests occur at any test level (K1)	K1	Updated	Structural testing is changed to white-box testing to make it easier on Foundation level and at the same time ensure alignment with ISTQB advanced level use of white-box
LO-2.3.5	FL-2.3.3	Compare the purposes of confirmation testing and regression testing (K2)	K2	Updated	Compare is better examinable (evidence)
2.4 Maintenance Testing					
LO-2.4.1	FL-2.4.1	Summarize triggers for maintenance testing (K2)	K2	Updated	The LO is made shorter and more clear, to allow easier learnability, understandability and translation

LO-2.4.3.	FL-2.4.2	Describe the role of impact analysis in maintenence testing (K2)	K2	Updated	Generalized the LO to tackle the real task of testers: How to create tests caused by system changes.
	Chapter 3	Static Testing			
3.1	3.1	Static Testing Basics			
LO-3.1.1	FL-3.1.1	Recognize types of software work product that can be examined by the different static testing techniques (K1)	K1	Updated	Testing added so now the LO refers to "... static testing techniques"
LO-3.1.2	FL-3.1.2	Use examples to describe the value of static testing (K2)	K2	Updated	Rewording to make the LO shorter and more clear, to allow easier learnability, understandability and translation
LO-3.1.3	FL-3.1.3	Explain the difference between static and dynamic techniques, considering objectives, types of defects to be identified, and the role of these techniques within the software lifecycle (K2)	K2	Unchanged	N/A
3.2	3.2	Review Process			
LO-3.2.1	FL-3.2.1	Summarize the activities of the work product review process (K2)	K2	Updated	Original LO-3.2.1 in 2011 syllabus is split in two LO to ensure atomic LO. One LO one item to learn. As focus on reviews is increased in the 2018 syllabus testers should be able to summarize the activities in their own words, this part of the old LO-3.2.1 is upgraded from a K1 in 2011 to a K2
LO-3.2.1	FL-3.2.2	Recognize the different roles and responsibilities in a formal review (K1)	K1	New	Split of LO-3.2.1 due to atomic LO as agreed in FLWG guideline for update of syllabus
LO-3.2.2	FL-3.2.3	Explain the differences between different review types: informal review, walkthrough, technical review and inspection (K2)	K2	Updated	Minor rewording of LO, walkthrough is moved before technical review in the list, compared to 2011 syllabus
	FL-3.2.4	Apply a review technique to a work product to find defects (K3)	K3	New	We want to emphasizes static testing and make it more practical within the Foundation syllabus
LO-3.2.3	FL-3.2.5	Explain the factors that contribute to a successful review (K2)	K2	Updated	Reworded from "for successful performance" in 2011 to now " contribute to a successful review"
	Chapter 4	Test Techniques			Design removed from chapter header as test techniques are used during analysis of requirement

4.2	4.1	Categories of Test Techniques			
LO-4.2.2	FL-4.1.1	Explain the characteristics, commonalities, and differences between black-box test techniques, white-box test techniques and experience-based test techniques (K2)	K2	Unchanged	N/A
4.3	4.2	Black-box Test Techniques			
LO-4.3.1	FL-4.2.1	Apply equivalence partitioning to derive test cases from given requirements (K3)	K3	Updated	LO-4.3.1 is split into 4 atomic LO's. One LO one item to learn.
LO-4.3.1	FL-4.2.2	Apply boundary value analysis to derive test cases from given requirements (K3)	K3	Updated	LO-4.3.1 is split into 4 atomic LO's. One LO one item to learn.
LO-4.3.1	FL-4.2.3	Apply decision table testing to derive test cases from given requirements (K3)	K3	Updated	LO-4.3.1 is split into 4 atomic LO's. One LO one item to learn.
LO-4.3.1	FL-4.2.4	Apply state transition testing to derive test cases from given requirements (K3)	K3	Updated	LO-4.3.1 is split into 4 atomic LO's. One LO one item to learn.
LO-4.3.3	FL-4.2.5	Explain how to derive test cases from a use case (K2)	K2	Updated	Focus moved to how Use Cases as a test basis actually are good to derive tests cases
4.4	4.3	White-box Test Techniques			
LO-4.4.2	FL-4.3.1	Explain statement coverage (K2)	K2	Updated	Reworded, simplified and split in two LO.
LO-4.4.2	FL-4.3.2	Explain decision coverage (K2)	K2	Updated	Reworded, simplified and split in two LO
LO-4.4.1	FL-4.3.3	Explain the value of statement and decision coverage (K2)	K2	Updated	Reworded to focus on value and not the concept
4.5	4.4	Experience-based Test Techniques			
	FL-4.4.1	Explain error guessing (K2)	K2	New	Included because this is a commonly used technique (from ISTQB survey).
	FL-4.4.2	Explain exploratory testing (K2)	K2	New	Part of LO-4.5.1 in 2011 syllabus, but simplified and focus only on exploratory testing, a commonly used technique (from ISTQB survey).
	FL-4.4.3	Explain checklist-based testing (K2)	K2	New	Included because this is a commonly used technique (from ISTQB survey).
	Chapter 5	Test Management			
	5.1	Test Organization			
LO-5.1.2	FL-5.1.1	Explain the benefits and drawbacks of independent testing (K2)	K2	Updated	Text is simplified and reduced from 2011 to allow easier learnability, understandability and translation.
LO-5.1.4	FL-5.1.2	Identify the tasks of a test manager and tester (K1)	K1	Updated	Identify is more evidence based wording (modern learning research)
	5.2	Test Planning and Estimation			

LO-5.2.2	FL-5.2.1	Summarize the purpose and content of a test plan (K2)	K2	Updated	We will keep reference to IEEE standard (29119) but not as part of LO but detailed information within the syllabus. And consequence of removing LO-4.1.1 and updating LO-4.1.2 in Foundation
LO-5.2.3	FL-5.2.2	Differentiate between various test approaches (K2)	K2	Updated	Simplified as this is more advanced knowledge for a Test Manager, compared to what we think you need to know as a Foundation Certified Tester. And it is covered by ALTM - chapter 2.4.2 TM-2.4.1
LO-5.2.9	FL-5.2.3	Give examples of potential entry and exit criteria (K2)	K2	Updated	Text is simplified and reduced from 2011 to allow easier learnability, understandability and translation. Move to LO-5.2.3 to give better flow in chapter 5
LO-5.2.5	FL-5.2.4	Apply knowledge of prioritization, and technical and logical dependencies, to schedule test execution for a given set of test cases (K3)	K3	Updated	Reworded and using apply instead of write
LO-5.2.7	FL-5.2.5	Identify factors that influence the effort related to testing (K1)	K1	Updated	Identify is more evidence based wording (modern learning research)
LO-5.2.8	FL-5.2.6	Explain the difference between two estimation techniques: the metrics-based technique and the expert-based technique (K2)	K2	Updated	Minor wording for improved clarity
	5.3	Test Monitoring and Control			
LO-5.3.1	FL-5.3.1	Recall metrics used for testing (K1)	K1	Updated	LO expanded to include all activities of testing, not just test preparation and execution, as listed for LO-5.3.1 in 2011
LO-5.3.3	FL-5.3.2	Summarize the purposes, contents, and audiences for test reports (K2)	K2	Updated	Removed reference to IEEE standard in LO. Test reports used instead of test summary report in the 2011 syllabus.
	5.4	Configuration Management			
LO-5.4.1	FL-5.4.1	Summarize how configuration management supports testing (K2)	K2	Unchanged	N/A
	5.5	Risks and Testing			
LO-5.5.2	FL-5.5.1	Define risk level by using likelihood and impact (K1)	K1	Updated	Rephrases for more simple wording, clarity and translation
LO-5.5.3	FL-5.5.2	Distinguish between project and product risks (K2)	K2	Updated	Very Minor. Only a word "the" is deleted in this LO compared to LO-5.5.3 in 2011 syllabus.

LO-5.5.5	FL-5.5.3	Describe, by using examples, how product risk analysis may influence thoroughness and scope of testing (K2)	K2	Updated	Rephrased, product included to make it more clear this must be the basis for the risk
	5.6	Defect Management			Changed to defect management from Incident
LO-5.6.2	FL-5.6.1	Write a defect report, covering defects found during testing (K3)	K3	Updated	Rephrased to address defect instead of incident.
	Chapter 6	Tool Support for Testing			
	6.1	Test tool considerations			
LO-6.1.1	FL-6.1.1	Classify test tools according to their purpose and the test activities they support. (K2)	K2	Updated	Text is simplified and reduced from 2011 to allow easier learnability, understandability and translation.
LO-6.2.1	FL-6.1.2	Identify benefits and risks of test automation. (K1)	K1	Updated	Reworded and downgraded from K2 to K1. Identify is more evidence based wording (modern learning research) rephrase for
LO-6.2.2	FL-6.1.3	Remember special considerations for test execution and test management tools (K1)	K1	Updated	Rephrased "static analysis" is removed from LO compared to 2011 syllabus.
	6.2	Effective use of tools			
LO-6.3.1	FL-6.2.1	Identify the main principles for selecting a tool (K1)	K1	Updated	Rewording to match the current content, and make the LO better examinable. Avoiding confusion about introducing tools instead of selecting tools.
LO-6.3.2	FL-6.2.2	Recall the objectives for using pilot projects to introduce tools (K1)	K1	Updated	Rewording to match the current content, and make the LO better examinable. Removed proof-of-concept, as the term does not need to be in the syllabus. In CTLF 2011 proof-of-concept is not used.
LO-6.3.3	FL-6.2.3	Identify the success factors for evaluation, implementation, deployment and on-going support of test tools in an organization (K1)	K1	Updated	LO rephrased to ensure less interpretation and to allow easier learnability, understandability and translation.