



# Innovations in Testing 2024

## **Reconsidering the Firewall: Translating Domain Analyses into Training Frameworks**

**BETTER TOGETHER**  
Embrace change. Share solutions.



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# **Veeam Certs programs – overview**

- **Veeam Certified Engineer**
- **Veeam Certified Architect**

# Challenges

- **Legacy of course prioritization – maintain standards**
- **Interpreting exam documentation**
- **Managing stakeholder expectations**
- **Accountability and approval**
- **Educate and reinforce firewall**



# What?

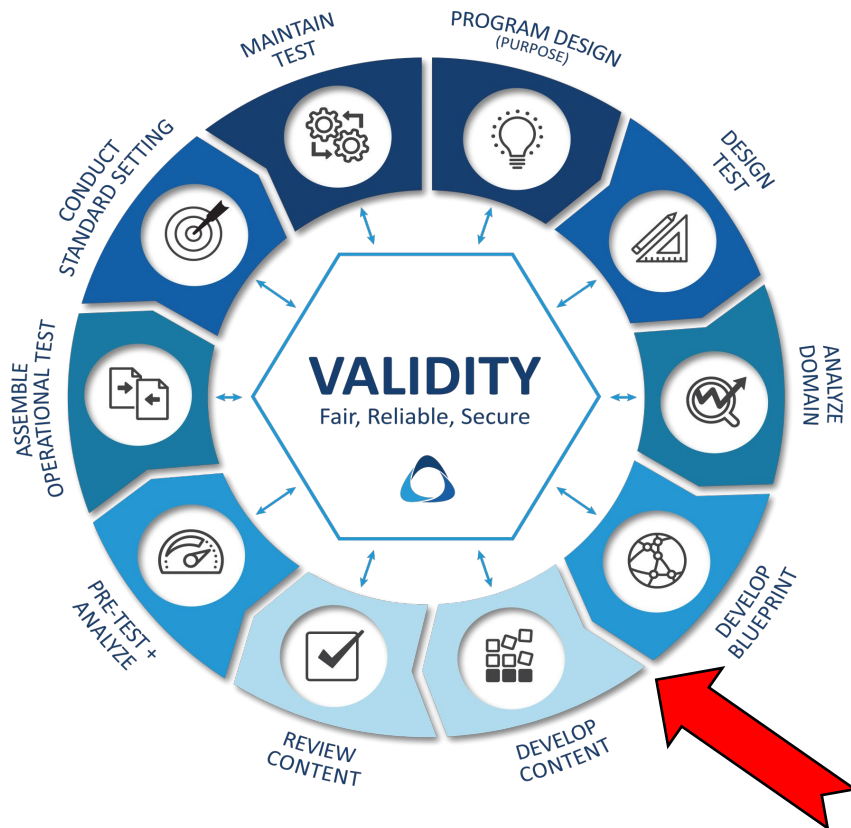
## ■ Training Domain Analysis

- ✦ Create training course framework related to recently defined job task or role domain
- ✦ Broaden scope within the domain from certification exam focus
  - 🌐 Can extend domain definition to KSAs outside of direct influence of the program sponsor
  - 🌐 Can be geared towards multiple audiences with differing expectations for competence

## ✦ Prioritize training content topics

- 🌐 Determine what is critical, important, and appropriate to teach towards within the defined domain
- 🌐 Proportion of certain topics covered will and should differ from coverage on the tangential certification exam

## When?

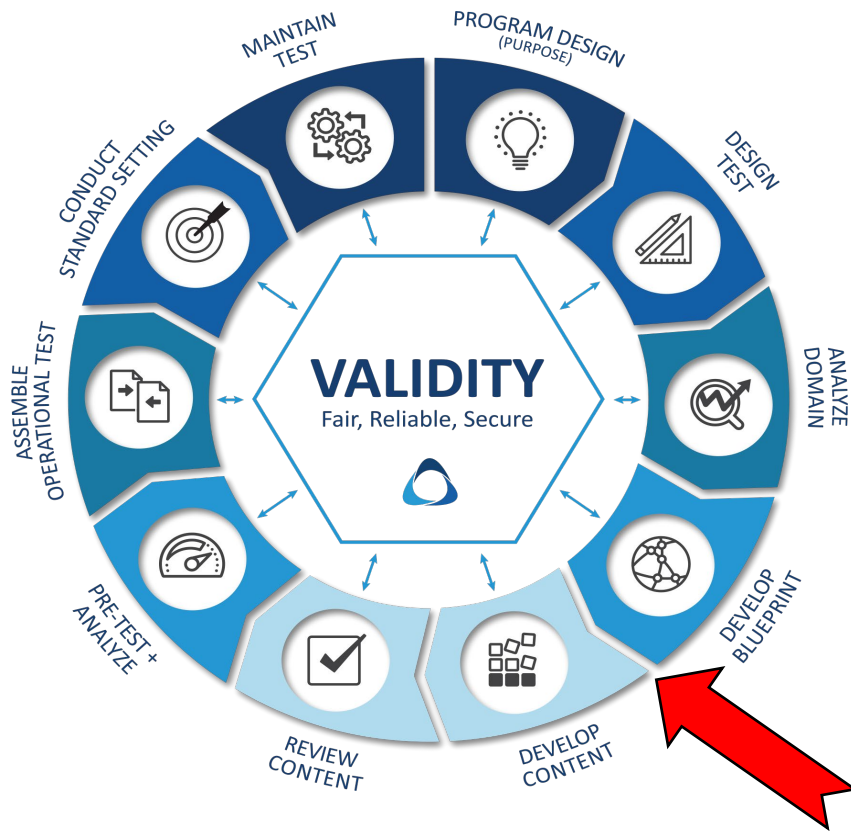


- **Appropriate to jointly define the target domain with curriculum developers in conjunction with SMEs**

- ✦ **Creates buy-in and joint understanding across different modalities of both critical KSAs and expected competence levels**



## When?



- **Following domain analysis, curriculum developers and SMEs will “part ways”**
- ✦ Ensure that the implementation and translation of the defined domain into resulting curriculum materials and exam specifications remain independent



# Why?

## Training Design


- Syllabus definition
- Learning objectives
- Module development



Experience

## Certification Development

- Exam specifications
- Blueprint objectives
- Item development

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- Passing of the certification should be due to requisite level of competence and appropriate past experience to demonstrate adequate ability
    - \* More than sum of direct training paths' parts
    - \* Relies on on-the-job experience in addition to education interventions (such as training)



# How?

- **Define Training Design Document**

- \* Draft training course purpose, goals, and desired outcomes

- \* Identify and document the target learning audience

- \* Identify and document what the learner will be able to understand and do by the end of the training course

- **Prioritize content from defined domain to be utilized in training course(s)**

- **Discuss training course format and modalities**

- **Draft training content story boards**

# Positives

- **Achieved what we wanted: clear course direction while maintaining the firewall**
- **Process in the room is spot on**
- **Third party authority**
- **Structured approach**
- **Stakeholder approval**
- **Stakeholders have finally approved longer course**

# Improvements

- **Objectives**
- **Content weightings confusion**
- **Decision making clarity**
- **APJ have last word**

# Questions?





ATP  
GLOBAL