Agile Business Consortium Scrum Master
Syllabus v2.0
February 2021

1   Introduction

This syllabus covers the Agile Business Consortium Scrum Master examination (*hereafter referred to as ABC SM).* It is based on the following (referred to hereafter as "The Text"):

- The Agile Business Consortiums enhancement of the Values and Principles of the Manifesto for Agile Software Development to make it relevant outside of the original IT context which provides a broad introduction *Agile*
- 'The 2020 Scrum Guide^{TM}' authored by Ken Schwaber and Jeff Sutherland's, offered for license under the Attribution Share-Alike license of Creative Commons which describes the theory of Scrum but is not specifically focused on the role of the Scrum Master
- The Agile Business Consortiums distilled guidance to help Scrum Masters accountability for *"establishing Scrum as defined in the Scrum Guide".* Specifically, guidance on:
  - o User Stories
  - o Estimating
  - o Planning, scheduling and the visualisation of plans and progress
  - o Leadership as a Scrum Master

The Text is divided into five key areas of knowledge: Concepts (or Rules), Roles, Events, Artefacts and Expanded Guidance.

The primary purpose of the syllabus is to provide a basis for accreditation of Scrum Masters. It documents the learning outcomes related to the theory of Scrum and the Scrum Master's accountability for *"establishing Scrum as defined in the Scrum Guide".* It describes the scope of the requirements a candidate is expected to meet to demonstrate that these learning outcomes have been achieved at each qualification level.

The target audience for this document is:

- Newly appointed and Potential Scrum Masters
- Project Managers
- HR Managers
- Accredited Training Organizations.

This syllabus informs the design of the exams and provides accredited training organizations with a more detailed breakdown of what the exams will assess. Details on the exam structure and content are documented in the Agile Business Consortium Scrum Master Exam Design.

2   Scrum Master Qualification

2.1   Purpose of the ABC SM Qualification

The purpose of the ABC SM qualification is to measure whether a candidate has sufficient knowledge and understanding of Agile Principles and the Scrum Guide, and a grasp of some fundamental techniques sufficient to start helping teams and organizations adopt Scrum.

2.2   Target Audience

This qualification is primarily aimed at individuals wishing to build their competence as a Scrum Master either in preparation for taking on that role or as somebody already fulfilling the role who wants to ensure that they are serving their team and their organization in the right way. Individuals involved in using the Scrum framework or responsible for managing those that do will also benefit from the full and correct understanding of Scrum that is demonstrated by this qualification.

2.3 High Level Performance Definition of a Successful Scrum Master Candidate

The candidate who meets this High Level Performance Definition should as a minimum be able to recall, recognize and demonstrate understanding of the concepts, roles, events, artefacts and expanded guidance outlined in the text, including terms used, process steps and roles involved.

Specifically (s)he should be able to demonstrate this understanding in the context of helping:
- Scrum Teams in various ways including:
  - Coaching the team members in self-management and cross-functionality;
  - Helping the Scrum Team focus on creating high-value Increments that meet the Definition of Done;
  - Causing the removal of impediments to the Scrum Team's progress; and,
  - Ensuring that all Scrum events take place and are positive, productive, and kept within the timebox.
- Product Owners in various ways including:
  - Helping find techniques for effective Product Goal definition and Product Backlog management;
  - Helping the Scrum Team understand the need for clear and concise Product Backlog items;
  - Helping establish empirical product planning for a complex environment; and,
  - Facilitating stakeholder collaboration as requested or needed.
- The wider organisation in various ways including
  - Leading, training, and coaching the organization in its Scrum adoption;
  - Planning and advising Scrum implementations within the organization;
  - Helping employees and stakeholders understand and enact an empirical approach for complex work; and,
  - Removing barriers between stakeholders and Scrum Teams.

3 Assessment Model

Each learning outcome in the High Level Performance Definition requires the candidate to demonstrate specific knowledge and skills. For each learning outcome a number of learning outcome measures are identified which are evaluated in the examination, in accordance with the Examination Design, to confirm that the learning outcome has been achieved. These learning outcome measures are shown as syllabus topics and define the scope of the standard required to achieve the qualification.

A classification widely used when designing assessments for certification and education is the Bloom's Taxonomy of Educational Objectives. This classifies learning objectives into six ascending learning levels, each defining a higher degree of competencies and skills. (Bloom et al, 1956, Taxonomy of Educational Objectives).

APMG have incorporated this into a Learning Outcomes Assessment Model that is then used to develop each qualification's Assessment Model. The model provides a simple and systematic means for assessing and classifying the learning outcome measures. .

This structured approach helps to ensure:
- The appropriate level is identified for a qualification
- A clear delineation in learning level content between different qualifications
- Wording is standardized and syllabi are presented consistently across APMG's qualification portfolio
- Exam questions and papers are consistent in their design.

The Foundation qualification examines at levels 1 (recall) and 2 (understand).
The Practitioner qualification tests at levels 2 (understand), 3 (apply) and 4 (analyse).

Agile Business Consortium Scrum Master Assessment Model				
	1. Recall	**2. Understand**	**3. Apply**	**4. Analyse**
APMG Learning Level Definition	*remember previously learned information*	*grasp the meaning and make sense of information*	*use information to perform a skill or task*	*identify whether information has been used appropriately according to the rules and guidance*
Generic APMG Headers *For introducing the learning outcome measures (topics) in the Syllabus*	Recall terms and key facts about concepts, principles and procedures from the reference material	Understand key facts, concepts, principles and procedures from the reference material	Apply key facts, concepts, principles and procedures to a given scenario	Differentiate between appropriate and inappropriate use of the reference material in a given scenario
Qualification Example	Recall terms and key facts about the concepts, roles, events and artefacts relating to a syllabus area	Understand the concepts, roles, events and artefacts relating to a syllabus area	Apply the Scrum framework to the syllabus area within the context of a given scenario	Differentiate between appropriate and inappropriate use of the Scrum framework within the context of a given scenario

4   Qualification Scope

The definition of scope for each qualification is presented in the syllabus tables at the end of this document. Each syllabus area is a unit of learning that relates to the reference material or training course module.

The following syllabus areas are identified:

Syllabus Area Code	Syllabus Area Title
CO	Concepts
RO	Roles
EV	Events
AR	Artefacts
EG	Expanded Guidance

5   Syllabus Presentation

For each syllabus area the learning outcome measures are presented in order of learning level and are introduced by a standard header. There is only one header at each learning level for each syllabus area. The wording in this header is derived from the Assessment Model. Each measure is specific to a learning level.

The scope of each examination is shown by a tick in the respective column to the right of the topic description.

Practitioner qualification requirements are a summation of the Foundation and Practitioner learning outcome measures. All Foundation level requirements are required for Practitioner level but are assumed to have been met and are not directly assessed again, although Foundation level knowledge and understanding will be used when demonstrating Practitioner application and analysis learning outcomes.

Each of the syllabus areas is presented in a similar format as follows:

Syllabus Area Code CO [2]		Syllabus Area : *Concepts Syllabus Area* **(CO)** [1]	Foundation	Practitioner	Primary References
Level	Topic				
Recall terms and key facts about the concepts, principles and procedures relating to *syllabus area*. [3] **Specifically to recall:**					

01 [4]	01 [5]	[6] Three pillars of empirical process control theory:
		   1. Transparency
		   2. Inspection
		   3. Adaptation
			[7]
			✓
					[8]
					P4

Key to the Syllabus Area table

1	Syllabus Area	Unit of learning, e.g. course module, key activity area or section of the reference guide.
2	Syllabus Area Code	A unique 2 character code identifying the syllabus area.
3	Learning Level Header	Header introducing the syllabus topics *(learning outcome measures)* for a given learning level.
4	Level	Learning level of the learning outcome measure.
5	Topic Reference	Number of the topic within the learning level.
6	Topic Description *(Learning Outcome Measure)*	Precise and specific description of what is required of the candidate to demonstrate that a learning outcome has been achieved.
7	Foundation/Practitioner	Shows at which qualification level the topic **is assessed**. **Note: A measure is only applied at one qualification level.**
8	Primary Reference	The main reference supporting the learning outcome measure.

6   Important Points

The following points about the use of the syllabus should be noted.

6.1   ABC Scrum Body of Knowledge References

The ABC Scrum Body of Knowledge (BoK) references provided should be considered to be indicative rather than comprehensive, i.e. there may be other valid references within the guidance.

Syllabus Area Code CO	Syllabus Area: *Concepts Syllabus Area* (CO)		Scrum Master	Primary BoK Ref.
Level	Topic			
Recall key facts, terms and concepts relating to the CO syllabus area. Specifically:				
01	01	The definition of Scrum, its purpose and composition	✓	SG:P3
01	02	What Scrum Theory is founded on: Empiricism and Lean thinking	✓	SG:P3
01	03	The names of the Three Pillars of empirical process control: Transparency; Inspection; Adaptation	✓	SG:P3-4
01	04	The names of the Scrum Values and how they relate to each other	✓	SG:P4
01	05	The names of the Agile Principles	✓	AM:
01	06	The four Agile Manifesto statements	✓	AM:
Understand how the CO syllabus area applies throughout Scrum. Specifically to identify:				
02	01	Scrum's intended use and approach to adoption	✓	SG:P3
02	02	The reasoning behind empiricism and Scrum Theory	✓	SG:P3
02	03	The Three Pillars of empirical process control: Transparency	✓	SG:P3-4
02	04	The Three Pillars of empirical process control: Inspection	✓	SG:P4
02	05	The Three Pillars of empirical process control: Adaptation	✓	SG:P4
02	06	How the Scrum Values give direction to the Scrum Team	✓	SG:P4
02	07	The aspects of the Principles supporting the Agile Manifesto	✓	AM:
02	08	All the Values are equal and inter-related as are all the Principles	✓	AM:
02	09	How Scrum embraces Lean thinking	✓	EG:P3-4
02	10	How scrum employs Iterative Development and Incremental Delivery to optimize predictability and control risk	✓	SG:P7-12

Syllabus Area Code RO	Syllabus Area: *Roles Syllabus Area* (RO)	Scrum Master	Primary BoK Ref.
Level	Topic		
Recall key facts, terms and concepts relating to the RO syllabus area. Specifically:			
01	01	The composition, structure and purpose of the Scrum Team	✓	SG:P5
01	02	The purpose and overarching responsibility of the Developers who are committed to creating any aspect of a usable Increment each Sprint	✓	SG:P5
01	03	The purpose and overarching accountability of the Product Owner for for maximizing the value of the product resulting from the work of the Scrum Team.	✓	SG:P5-6
01	04	The purpose and overarching accountability of the Scrum Master for establishing Scrum as defined in the Scrum Guide.	✓	SG:P6
Understand how the RO syllabus area applies throughout Scrum. Specifically to identify:			
02	01	The concepts of self-organizing and cross-functionality of the Scrum Team	✓	SG:P5
02	02	The rationale for optimal sizing of the Scrum Team(s) involved in the development of a product	✓	SG:P5
02	03	The commitment of the developers to: - Creating a plan for the Sprint, the Sprint Backlog; - Instilling quality by adhering to a Definition of Done; - Adapting their plan each day toward the Sprint Goal; and, - Holding each other accountable as professionals. And how this is achieved	✓	SG:P5
02	04	The accountabilities of the Product Owner to: - Developing and explicitly communicating the Product Goal; - Creating and clearly communicating Product Backlog items; - Ordering Product Backlog items; and, - Ensuring that the Product Backlog is transparent, visible and understood And how this is achieved	✓	SG:P5-6
02	05	The ways in which the Scrum Master serves the Scrum Team - Coaching the team members in self-management and cross-functionality; - Helping the Scrum Team focus on creating high-value Increments that meet the Definition of Done; - Causing the removal of impediments to the Scrum Team's progress; and, - Ensuring that all Scrum events take place and are positive, productive, and kept within the timebox.	✓	SG:P6

Syllabus Area Code RO		Syllabus Area: *Roles Syllabus Area* (RO)	Scrum Master	Primary BoK Ref.
02	06	The ways in which the Scrum Master serves the Product Owner • Helping find techniques for effective Product Goal definition and Product Backlog management; • Helping the Scrum Team understand the need for clear and concise Product Backlog items; • Helping establish empirical product planning for a complex environment; and, • Facilitating stakeholder collaboration as requested or needed.	✓	SG:P6-7
02	07	The ways in which the Scrum Master serves the Organization • Leading, training, and coaching the organization in its Scrum adoption; • Planning and advising Scrum implementations within the organization; • Helping employees and stakeholders understand and enact an empirical approach for complex work; and, • Removing barriers between stakeholders and Scrum Teams.	✓	SG:P7

Syllabus Area Code		Syllabus Area: *Events Syllabus Area* (EV)	Scrum Master	Primary BoK Ref.
EV				
Level	Topic			
Recall key facts, terms and concepts relating to the EV syllabus area. Specifically:				
01	01	The name and purpose of the five Scrum Events	✓	SG:P7-10
01	02	The description and characteristics of a Sprint	✓	SG:P7-8
01	03	The description and characteristics of Sprint Planning including identification of three topics covered during the event	✓	SG:P8-9
01	04	The description and characteristics of the Daily Scrum	✓	SG:P9
01	05	The description and characteristics of the Sprint Review	✓	SG:P9
01	06	The description and characteristics of the Sprint Retrospective	✓	SG:P10
Understand how the EV syllabus area applies throughout Scrum. Specifically to identify:				
02	01	How the Sprint enables empiricism and supports Lean Thinking	✓	SG:P7-8 EG:P3-4
02	02	The rules applied during the Sprint that: • No changes are made that would endanger the Sprint Goal; • Quality does not decrease; • The Product Backlog is refined as needed; and, • Scope may be clarified and renegotiated with the Product Owner as more is learned.	✓	SG:P7-8
02	03	The rationale behind Sprint duration, cadence and focus (including cancelling a Sprint if necessary)	✓	SG:P7-8
02	04	The practicalities of forecasting including the concept of velocity and the visualization of plans and progress	✓	EG: P6, P5, P8
02	05	The practicalities of Sprint Planning	✓	EG:P4
02	06	The practicalities of the Daily Scrum	✓	EG:P4-5
02	07	The practicalities of the Sprint Review	✓	EG:P4
02	08	The practicalities of the Sprint Retrospective	✓	EG:

Syllabus Area Code AR		Syllabus Area: *Artefacts Syllabus Area* (AR)	Scrum Master	Primary BoK Ref.
Level	Topic			
Recall key facts, terms and concepts relating to the AR syllabus area. Specifically:				
01	01	The name and purpose of the three Scrum Artefacts and the commitment for each	✓	SG:P10
01	02	The description of the Product Backlog and the purpose of the Product Goal commitment	✓	SG:P10-11
01	03	The description of the Sprint Backlog and the purpose of the Sprint Goal commitment	✓	SG:P11
01	04	The description of the Increment and the purpose of the Definition of Done commitment	✓	SG:P11-12
Understand how the AR syllabus area applies throughout Scrum. Specifically to identify:				
02	01	The characteristics, inception and evolution of the Product Backlog	✓	SG:P10-11
02	02	The practicalities of Backlog refinement including the concept of 'ready'		EG:P3-4
02	03	Practicalities associated with the Product Goal		EG:P1-2
02	04	The characteristics, inception and evolution of the Sprint Backlog	✓	SG:P11, EG:P4-5
02	05	Practicalities associated with the Sprint Goal		EG:P4-5
02	06	The characteristics, inception and evolution of the Increment	✓	SG:P11-12
02	07	Practicalities associated with Increment delivery in the context of a Sprint		EG:P3-4

Syllabus Area Code EG	Syllabus Area: *Artefacts Syllabus Area* (EG)		Scrum Master	Primary BoK Ref.
Level	Topic			
Recall key facts, terms and concepts relating to the EG syllabus area. Specifically:				
01	01	Structuring Product Backlog items as User stories – the As a… I want… So that… format	✓	EG:P1
01	02	The four C's of Card, Conversation, Confirmation and Context	✓	EG:P2
01	03	The practice of Comparative Estimating • What it is • The Fibonacci-like sequence	✓	EG:P6
01	04	The practice of Commitment based planning • What it is • How it can be used to predict velocity	✓	EG:P8
Understand how the EG syllabus area applies throughout Scrum. Specifically to identify:				
02	01	The rationale behind the 'As a… I want… So that…' format	✓	EG:P1
02	02	How the four C's of Card, Conversation, Confirmation and Context ideally support • The collaborative processes of Product Backlog creation, refinement and ordering (card and conversation) • The journey 'from ready to Done' between Product Backlog and Increments (confirmation and context)	✓	EG:P2-3
02	03	The Planning Poker technique	✓	EG: P6-7
		The Affinity Estimating technique	✓	EG: P7
02	04	Commitment based planning technique	✓	EG: P8