



TM

ITIL®

**PROFESSIONAL
QUALIFICATION SCHEME**

INTERMEDIATE QUALIFICATION

SERVICE LIFECYCLE

SERVICE OPERATION CERTIFICATE

SYLLABUS



APM Group-The Accreditor

Official Accreditor of the OGC ITIL® Portfolio

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THE ITIL INTERMEDIATE SERVICE LIFECYCLE: SERVICE OPERATION CERTIFICATE

The ITIL Intermediate Qualification: Service Operation Certificate is a free-standing qualification but is also part of the ITIL intermediate lifecycle stream, and one of the modules that leads to the ITIL Expert Certificate in IT Service Management. The purpose of this training module and the associated exam and certificate is, respectively, to impart, test, and validate the knowledge on industry practices in service management as documented in the *ITIL Service Operation* publication.

Target Candidate

The course syllabus covers the management-level concepts and core information of the activities and techniques within service operation, but not specific details about each of the supporting processes.

The main target group for the ITIL Intermediate Qualification: Service Operation Certificate includes, but is not restricted to:

- Chief information officers (CIOs)
- Chief technology officers (CTOs)
- Managers
- Supervisory staff
- Team leaders
- Service designers
- IT architects
- IT planners
- IT consultants
- IT audit managers
- IT security managers
- ITSM trainers involved in the ongoing management, co-ordination and integration of operation activities within the service lifecycle
- Individuals who require a detailed understanding of the ITIL service operation stage of the ITIL service lifecycle and how it may be implemented to enhance the quality of IT service provision within an organization
- IT professionals working within or about to enter a service operation environment and requiring an understanding of the concepts, processes, functions and activities involved
- Individuals who have attained the ITIL Foundation Certificate in IT Service Management and wish to advance to higher level ITIL certifications
- Individuals seeking the ITIL Expert Certification in IT Service Management for which this qualification can be one of the prerequisite modules
- Individuals seeking progress toward the ITIL Master Certificate in IT Service Management for which the ITIL Expert is a prerequisite.

Prerequisite Entry Criteria

Candidates wishing to be trained and examined for this qualification must already hold the ITIL Foundation Certificate in IT Service Management which must be presented as documentary evidence to gain admission

Candidates who hold the following ITIL qualifications are also eligible, and similar evidence will be required:

- Earlier ITIL (V2) Foundation plus Foundation Bridge
- ITIL Expert Certificate in IT Service Management (achieved via Service Manager or Practitioner bridging routes).

Eligibility for Examination

To be eligible for the ITIL Intermediate Qualification: Service Operation examination, the candidate must have fulfilled the following requirements:

- At least 21 contact hours (hours of instruction, excluding breaks, with an Accredited Training Organization (ATO) or an accredited e-learning solution) for this syllabus, as part of a formal, approved training course/scheme
- A basic IT literacy and around 2 years IT experience are highly desirable
- Hold the ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications– see *Prerequisite Entry Criteria* on p5)
- It is also recommended that candidates should complete at least 21 hours of personal study by reviewing the syllabus and the *ITIL Service Operation* publication in preparation for the examination, specifically *Chapter 2: Service management as a practice*.

Syllabus at a Glance

Learning Unit SO01: Introduction to service operation

Bloom's Level 2 Objectives – Full understanding of service operation terms and core concepts.

- The purpose, objectives and scope of service operation
- The value to the business
- The context of service operation in the ITIL service lifecycle
- The fundamental aspects of service operation and the ability to define them.

Learning Unit SO02: Service operation principles

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.

- How an understanding of the basic conflict between maintaining the status quo and adapting to changes in business needs can lead to better service operation
- Other service operation principles including: involvement in other lifecycle stages; understanding operational health; the need for good documentation and communication including a communication strategy
- Service operation inputs and outputs.

Learning Unit SO03: Service operation processes

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.

- The use, interaction and value of each of the service operation processes: event management, incident management, request fulfilment, problem management, and access management.

Learning Unit SO04: Common service operation activities

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.

- How the common activities of service operation are co-ordinated for the ongoing management of the technology that is used to deliver and support the services
- How monitoring, reporting and control of the services contributes to the ongoing management of the services and the technology that is used to deliver and support the services
- How the operational activities of processes covered in other lifecycle stages contribute to service operation
- How IT operations staff should look for opportunities to improve the operational activities.

Learning Unit SO05: Organizing for service operation

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.

- The role, objectives and activities of each of the four functions of service operation: service desk, technical management, IT operations management, and application management
- Service operation roles and responsibilities, where and how they are used as well as how a service operation organization would be structured to use these roles.

Learning Unit SO06: Technology considerations

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.

- The generic requirements of technologies that support service management across all lifecycle stages
- The specific technology required to support the service operation processes and functions.

Learning Unit SO07: Implementation of service operation

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.

- Specific issues relevant to implementing service operation including: managing change in service operation; assessing and managing risk in service operation; operations staff involvement in service design and service transition
- Planning and implementing service management technologies within a company.

Learning Unit SO08: Challenges, critical success factors and risks

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.

- The challenges (e.g. engagement with staff outside service operation, justifying funding), critical success factors (e.g. management and business support, staff retention) and risks (e.g. loss of service) related to service operation.

Qualification Learning Objectives

This qualification provides a complete management-level overview of service operation including all its related activities.

Candidates can expect to gain competencies in the following upon successful completion of the education and examination components related to this certification:

- Introduction to service operation
- Service operation principles
- Service operation processes
- Common service operation activities
- Organizing for service operation: functions
- Technology considerations
- Implementation of service operation
- Challenges, critical success factors and risks.

In addition the training for this certification should include examination preparation, including a mock examination opportunity.

Level of Difficulty

All ITIL service management qualifications use the Bloom's taxonomy in both the construction of the learning units and in the examination which is based on this syllabus.

A learning taxonomy is a scale of the degree of difficulty in the learning process. These levels apply to the cognitive, affective and psychomotor domains of learning but, in the ITIL Qualification Scheme, we deal only with the cognitive sphere.

Bloom defines six levels of learning in the COGNITIVE domain which are both sequential and cumulative. They move from the simple to the complex. This implies that in order to achieve the sixth level of learning, for example, the instructor must ensure that the previous five levels have been mastered.

Level 1 - The KNOWING level: The candidate is able to bring to mind or remember the appropriate material. The examination questions associated with this level tax the candidate's memory and include such tasks as defining, recalling, listing, recognizing, describing and naming.

Level 2 - The COMPREHENDING stage: The candidate is able to understand or grasp the meaning of what is being communicated and make use of the idea without relating it to other ideas or materials and without seeing the fullest possible meaning or translation of the idea. Examination questions at this level would include scenarios giving examples of, illustrating, inferring, summarizing and interpreting. These actions involve the knowing which has taken place at the first level.

Level 3 - The APPLYING level: The candidate should be able to use ideas, principles and theories in new, particular and concrete situations. Examination questions at this level involve both knowing and comprehension, and might include choosing appropriate procedures, applying principles, using an approach or identifying the selection of options.

Level 4 - The ANALYSING level: The candidate is able to break down a communication (rendered in any form) into constituent parts in order to make the organization and significance of the whole clear. Breaking down, discriminating, diagramming, detecting, differentiating and illustrating are important tasks at this level and can be seen to include the previous levels of knowing, comprehending and applying. Here the significance of the constituent parts of an entity are examined in order to understand the whole more fully.

Level 5 - The SYNTHESIS level: At this level the candidate is able to put back together again the various parts or elements of a concept into a unified organization or whole. This putting together again and making sense of small parts is a crucial factor in intelligence and learning. Examination questions at this level would include scenarios involving creating, writing, designing, combining, composing, organizing, revising and planning. In order for this level of learning to occur, it must include the first four levels – knowing, comprehending, analysing and applying. This level of learning is probably the most intense and exciting for the candidate.

Level 6 - The EVALUATING phase: In this phase the candidate is able to arrive at an overview and to judge the value and relative merit of ideas or procedures by using appropriate criteria. At this level of learning the candidate will be able to compare, judge, appraise, justify, criticize and contrast theories, procedures, methods and concepts. This level involves mastery of the five previous levels of knowing, comprehending, applying, analysing and synthesizing.

For the purposes of the ITIL Qualifications Scheme, the Bloom's level will appear in each syllabus module to identify the highest level of cognitive difficulty that the course content should deliver in order to meet the learning outcome and ensure the competence required to meet the examination level of difficulty.

The following table illustrates the use of the taxonomy in ITIL professional qualifications.

Bloom's Levels and taxonomy	Used by ITIL certification	Intellectual activity in learning outcome and exam proficiency
1. Knowing 2. Comprehending	ITIL service management Foundation Level	The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals. <i>Vernacular examples used in Syllabus:</i> Understand; describe; identify
3. Applying 4. Analysing	ITIL service management Lifecycle Stream Capability Stream Managing Across the Lifecycle	The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences. <i>Vernacular examples used in Syllabus:</i> Analyse; demonstrate; apply; distinguish; justify; produce; decide
5. Synthesis 6. Evaluating	ITIL service management Managing Across the Lifecycle – level 5 only ITIL Master	The ability to create patterns or structure from composite elements to achieve a new meaning or outcome. Can make judgements, weigh options of ideas and elements to justify and support an argument or case. <i>Vernacular examples used in Syllabus:</i> Evaluate; justify; summarize; plan; modify; manage; control

Intermediate stream qualifications will examine according to the Bloom's level assigned to each syllabus learning unit within each of the service lifecycle and service capability streams. This means that a candidate must be prepared to be tested up to and including that level for any question related to that learning unit or units.

The examination format of complex multiple choice will offer a scenario and questions with a corresponding series of possible answers. Each is constructed to test a candidate's competency up to and including the Bloom's level associated with the syllabus learning unit that the question is mapped to. Instructors should ensure that the module curriculum offers discussion, practical exercises and instruction that will ensure the candidate has the competence required to meet the exam level of difficulty.

The intermediate modules are expected to provide a practical level of proficiency to enable a candidate to utilize the knowledge learned in their work environment. The examinations test a level of proficiency that allows candidates to apply the knowledge learned in the course to correctly select the correct sequence of possible answers.

Service Operation Syllabus

The ITIL Intermediate Qualification: Service Operation Certificate is awarded to those who complete the following eight units of study described below and who successfully pass the relevant multiple choice examination.

Core guidance references with publication reference (SS - *ITIL Service Strategy*, SD – *ITIL Service Design*, ST – *ITIL Service Transition*, SO – *ITIL Service Operation*, CSI – *ITIL Continual Service Improvement*) and section numbers are included along with indicative contact study hours.

The contact hours are shown in each learning unit and are suggested to provide adequate time to cover the core guidance content. However, Accredited Training Organizations (ATOs) are encouraged to combine or re-order the learning units in any way that suits the flow of their courseware content delivery. All ATOs must ensure, however, that the minimum contact hours for eligibility for examination are met.

Section numbers are indicated as “chapter . section . subsection” (X.X.X). Unless otherwise indicated, instructional coverage of the content of the entire section referenced is assumed.

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SL: SO01 Introduction to service operation	<p>This learning unit covers the introduction of the core concepts and terminology of service operation in relation to the execution and co-ordination of the activities and processes required to deliver, manage and support services at agreed levels to business users and customers.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand and describe:</p> <ul style="list-style-type: none"> • The main purpose and objective of service operation Core Guidance References – SO 1.1.1 • The scope of service operation Core Guidance References – SO 1.1.2 • The context of service operation and the service lifecycle Core Guidance References – SO 1.2 • The value to the business Core Guidance References – SO 1.1.4 • Service operation fundamentals Core Guidance References – SO 3.1 	<p>Up to Bloom’s level 2</p> <p>Knowing and Comprehending</p> <p>The ability to recall, recite, name and understand the meaning of ITIL terminology and basic practice fundamentals.</p>
Contact hours recommended – 0.5		
ITIL SL: SO02 Service operation principles	<p>This learning unit addresses service operation principles. All aspects related to operations are covered including achieving balance in service operations, providing good service, involvement in other lifecycle stages and operational health.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse:</p> <ul style="list-style-type: none"> • Achieving balance in service operation Core Guidance References – SO 3.2 • Providing good service 	<p>Up to Bloom’s level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence of the knowledge, interpretation and analysis of service operation</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<p>Core Guidance References – SO 3.3</p> <ul style="list-style-type: none"> • Involvement in other lifecycle stages Core Guidance References – SO 3.4 • Operational health Core Guidance References – SO 3.5 • Communication Core Guidance References – SO 3.6 • Documentation Core Guidance References – SO 3.7 • Service operation inputs and outputs Core Guidance References – SO 3.8 	<p>principles, techniques and relationships and their application to the delivery and support of services at agreed levels.</p>
	<p>Contact hours recommended – 1.0</p>	
<p>ITIL SL: SO03 Service operation processes</p>	<p>This unit covers the managerial and supervisory aspects of the ITIL processes covered in the service operation stage (but excludes the day-to-day operation of the processes which is covered in the Operational Support and Analysis Capability (OSA) Capability module).</p> <p>This unit should be considered from the management perspective; i.e., those aspects that would be required to understand each process and its interfaces, oversee the implementation of each process, and judge the effectiveness and efficiency of each process.</p> <p>For each core process, all sub-sections in the book should be covered. Candidates must have a good overview of the activities, but will not be expected to have a detailed understanding of process activities or a detailed understanding of specific methods and techniques - unless otherwise stated below. The recommended contact hours for this learning unit should be taken as a guide to the level of detail that can be achieved.</p> <p>For each of the processes the following subsections of the books will be included or excluded:</p> <p>Included:</p> <ul style="list-style-type: none"> • Purpose and objectives Core Guidance References – SO 4.x.1 • Scope Core Guidance References – SO 4.x.2 • Value to Business Core Guidance References – SO 4.x.3 • Policies, principles and basic concepts Core Guidance References – SO 4.x.4 • Process activities, methods and techniques Core Guidance References – SO 4.x.5 • <i>An understanding of the basic flow and activities. This will be facilitated by the following figures:</i> 	<p>Up to Bloom's level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence of the knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<p><i>Event management – SO Figure 4.2</i> <i>Incident management – SO Figure 4.3</i> <i>Request fulfilment – SO Figure 4.6</i> <i>Problem management – SO Figure 4.7</i> <i>Access management – SO Figure 4.9</i></p> <ul style="list-style-type: none"> • Triggers, inputs, outputs and interfaces Core Guidance References – SO 4.x.6 • Critical success factors and key performance indicators Core Guidance References – SO 4.x.8 • Challenges and risks Core Guidance References – SO 4.x.9 <p>Excluded:</p> <ul style="list-style-type: none"> • Process activities, methods and techniques Core Guidance References – SO 4.x.5 <ul style="list-style-type: none"> • <i>A detailed knowledge of these activities or a detailed understanding of specific methods and techniques is not required - unless stated below</i> • Process information management Core Guidance References – SO 4.x.7 <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse:</p> <ul style="list-style-type: none"> • Event management Core Guidance References – SO 4.1 - subsections as described above • Incident management Core Guidance References – SO 4.2 - subsections as described above <p><i>(Candidates must have an understanding of:</i></p> <ul style="list-style-type: none"> • <i>the service desk's involvement in incident management (4.2.5.1, 4.2.5.9 and 6.3.2)</i> • <i>the categorization and prioritization of incidents (4.2.5.3, 4.2.5.4)</i> • Request fulfilment Core Guidance References – SO 4.3 - subsections as described above <p><i>(Candidates must have an understanding of:</i></p> <ul style="list-style-type: none"> • <i>the service desk's involvement in request fulfilment (4.3.5.1, 4.3.5.8 and 6.3.2)</i> • <i>the categorization and prioritization of requests (4.3.5.3, 4.3.5.4)</i> 	

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<ul style="list-style-type: none"> • Problem management Core Guidance References – SO 4.4 - subsections as described above <i>(Candidates must have an understanding of the categorization and prioritization of problems as described in 4.4.5.3 and 4.4.5.4)</i> <i>(Candidates do not require a detailed understanding of the problem analysis techniques described in SO 4.4.4.3)</i> • Access management Core Guidance References – SO 4.5 - subsections as described above 	
	Contact hours recommended – 7.0	
ITIL SL: SO04 Common service operation activities	<p>This unit covers the activities commonly performed in service operation.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse:</p> <ul style="list-style-type: none"> • Monitoring and control Core Guidance References – SO 5.1 • IT operations Core Guidance References – SO 5.2 • Server and mainframe management and support Core Guidance References – SO 5.3 • Network management Core Guidance References – SO 5.4 • Storage and archive Core Guidance References – SO 5.5 • Database administration Core Guidance References – SO 5.6 • Directory services management Core Guidance References – SO 5.7 • Desktop and mobile device support Core Guidance References – SO 5.8 • Middleware management Core Guidance References – SO 5.9 • Internet/web management Core Guidance References – SO 5.10 • Facilities and data centre management Core Guidance References – SO 5.11 • Operational activities of processes covered in other lifecycle stages Core Guidance References – SO 5.12 • Improvement of operational activities Core Guidance References – SO 5.13 	Up to Bloom's level 4 Applying and Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.

Learning Unit	Curriculum subjects covered	Level of Difficulty
	Contact hours recommended – 3.0	
ITIL SL: SO05 Organizing for service operation	<p>This learning unit explores the organization of service operation through the service operation functions (e.g. service desk, technical management, IT operations management and application management) and maps these functions to roles, responsibilities and activities as well as organizational structures.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse:</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> • Service desk function Core Guidance References – SO 6.3 • Technical management function Core Guidance References – SO 6.4 • IT operations management function Core Guidance References – SO 6.5 • Application management function Core Guidance References – SO 6.6 • Roles Core Guidance References – SO 6.7 • Service operation organizational structures Core Guidance References – SO 6.10 	Up to Bloom's level 4 Applying and Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.
	Contact hours recommended – 4.5	
ITIL SL: SO06 Technology considerations	<p>This unit covers technology as part of implementing service management process capabilities. It also covers the special technology functions and features that are related to service operation practices.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse:</p> <ul style="list-style-type: none"> • Technology, tools and telephony requirements for the service operation processes and functions, including: <ul style="list-style-type: none"> • Generic requirements Core Guidance References – SO 7.1 • Event management Core Guidance References – SO 7.2 • Incident management Core Guidance References – SO 7.3 • Request fulfilment Core Guidance References – SO 7.4 • Problem management Core Guidance References – SO 7.5 • Access management 	Up to Bloom's level 4 Applying and Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.

Learning Unit	Curriculum subjects covered	Level of Difficulty
	Core Guidance References – SO 7.6 <ul style="list-style-type: none"> • Service desk Core Guidance References – SO 7.7	
	Contact hours recommended – 1.0	
ITIL SL: SO07 Implementation of service operation	This unit covers how implementation considerations contribute to service operation. To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse: <ul style="list-style-type: none"> • Managing change in service operation Core Guidance References – SO 8.1 • Service operation and project management Core Guidance References – SO 8.2 • Assessing and managing risk in service operation Core Guidance References – SO 8.3 • Operational staff in design and transition Core Guidance References – SO 8.4 • Planning and implementing service management technologies Core Guidance References – SO 8.5 	Up to Bloom's level 4 Applying and Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service operation principles, techniques and relationships and the application of them to the delivery and support of services at agreed levels.
	Contact hours recommended – 2.0	
ITIL SL: SO08 Challenges, critical success factors, and risks	This unit covers the challenges and risks facing service operation and how critical success factors (CSF) contribute to service operation. To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse: <ul style="list-style-type: none"> • Challenges Core Guidance References – SO 9.1 • Critical success factors Core Guidance References – SO 9.2 • Risks Core Guidance References – SO 9.3 	Up to Bloom's level 4 Applying and Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service operation principles, techniques and relationships and their application to the delivery and support of services at agreed levels.
	Contact hours recommended – 0.5	
ITIL SL: SO09	This unit summarizes the material covered in the previous units and prepares candidates for the examination. It is likely that most course providers will wish to offer and	

Learning Unit	Curriculum subjects covered	Level of Difficulty
Summary, exam preparation and directed studies	review at least one opportunity for a mock examination.	
	Contact hours recommended – 1.5	

Lecture and Exercises

Meeting the learning objectives of this syllabus can be aided by the use of practical exercises during the delivery of an accredited course. It is recommended that course providers make use of exercises to enhance the reinforcement of the learning objectives in this syllabus. To aid course providers, there are areas within each learning unit whose learning objective includes such phrases as “identify, describe, analyse”, etc, which may be considered as opportunities to introduce practical course exercises. These are not mandated areas for practical exercises, but provided as suggestions for use by course providers.

Format of the Examination

Type	Eight (8) multiple choice, scenario-based, gradient-scored questions. Each question will have 4 possible answer options, one which is worth 5 marks, one which is worth 3 marks, one which is worth 1 mark, and one which is a distracter and achieves no marks.
Duration	Maximum 90 minutes for all candidates in their respective language
Provisions for additional time relating to language	Candidates completing an exam: <ul style="list-style-type: none"> • in a language that is not their mother tongue, and • where the language of the exam is not their primary business language, have a maximum of 120 minutes to complete the exam and are allowed the use of a dictionary
Prerequisite	<ul style="list-style-type: none"> • ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications– see <i>Prerequisite Entry Criteria</i> on p5) • Completion of an Accredited course from an ITIL Accredited Training Provider
Supervised	Yes
Open Book	No
Pass Score	28/40 or 70%

Criteria of Training Competence

This syllabus can only be delivered to target groups by an accredited provider/trainer. Any provider/trainer must hold the following qualifications to be eligible to provide this syllabus:

Criteria	Eligibility	Degree of proficiency validation
Accredited Training Organization	Required	The company shall be registered and in good standing with the Official Accreditor
ITIL Service Operation Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute
ITIL Expert Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute

Approved Delivery Structure

Structure	Operational Standard Requirements
Training Delivery	<ul style="list-style-type: none"> • Training providers are free to structure and organize their training in the way they find most appropriate, provided the units of the syllabus are sufficiently covered. • Training must be delivered via an ATO and based on this syllabus. Training can be delivered virtually, via an e-learning / learning technology solution.

Terminology List

After studying this course, the candidate is expected to understand the meanings of the following terms in the context of service operation. This list does not include terms that are explicitly mentioned within the learning units of this syllabus - for example, "operational health".

active monitoring	follow the sun	recovery
alert	function	request model
availability	functional escalation	restore
backup	hierarchic escalation	risk management
budgeting	identity	root cause
business case	incident	root cause analysis
business objective	information security	second-line support
	management system	
business relationship	interactive voice response	service catalogue
management		
call	IT operations control	service design
call centre	IT service continuity plan	service hours
capacity	job scheduling	service knowledge management
		system
change advisory board	key performance indicator	service level
change schedule	known error	service level agreement
computer telephony integration	known error database	service level target
configuration item	live environment	service portfolio
configuration management	major incident	service request
system		
continual service improvement	management information	standard change
	system	
CSI register	Management of Risk (M_o_R)	standard operating procedures
customer-facing service	management system	storage management
dashboard	monitor control loop	super user
diagnosis	operational level agreement	supplier
diagnostic script	operations bridge	support group
downtime	outcome	support hours
driver	passive monitoring	technical management
early life support	Plan-Do-Check-Act	technical support
effectiveness	priority	third-line support
efficiency	proactive monitoring	threshold
escalation	proactive problem management	underpinning contract
event	problem	urgency
expanded incident lifecycle	project	user
facilities management	quality	workaround
first-line support	reactive monitoring	

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