PROFESSIONAL QUALIFICATION SCHEME

# INTERMEDIATE QUALIFICATION

## SERVICE LIFECYCLE

## SERVICE TRANSITION CERTIFICATE

## SYLLABUS

APM Group-The Accreditor
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# THE ITIL INTERMEDIATE SERVICE LIFECYCLE: SERVICE TRANSITION CERTIFICATE

The ITIL Intermediate Qualification: Service Transition 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 Transition* publication.

## Target Candidate

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

The main target group for the ITIL Intermediate Qualification: Service Transition 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, coordination and integration of transition activities within the service lifecycle
- Individuals who require a detailed understanding of the ITIL service transition stage of the ITIL service lifecycle and of 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 transition environment and requiring a detailed understanding of the 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.

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## 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 to take the ITIL Intermediate Qualification: Service Transition examination, candidates shall fulfil the following requirements:

- Undertake 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 *Pre-requisite Entry Criteria* on p5)
- It is recommended that candidates should complete at least 21 hours of personal study by reviewing the syllabus and the *ITIL Service Transition* publication in preparation for the examination, specifically *Chapter 2: Service management as a practice*.

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# Syllabus at a Glance

**Learning Unit ST01: Introduction to service transition**

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

- The purpose and objectives of service transition
- The scope of service transition and ways that service transition adds value to the business
- The context of service transition in relation to all other lifecycle stages

**Learning Unit ST02: Service transition principles**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service transition principles, techniques and relationships and their application to ensure new, modified or retired services meet the expectations of the business.

- Service transition policies, principles and best practices for service transition
- How to use metrics to ensure the quality of a new or changed service and the effectiveness and efficiency of service transition
- The inputs to and outputs from service transition as it interfaces with the other service lifecycle phases

**Learning Unit ST03: Service transition processes**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service transition principles, techniques and relationships and their application to ensure new, modified or retired services meet the expectations of the business.

- A management perspective of the purpose and value of the service transition processes, how they integrate within service transition and how they interface with other lifecycle phases

**Learning Unit ST04: Managing people through service transitions**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service transition principles, techniques and relationships and their application to ensure new, modified or retired services meet the expectations of the business.

- How to address and manage the communication and commitment aspects of service transition
- How to manage organizational and stakeholder change
- How to develop a stakeholder management strategy, map and analyse stakeholders and monitor changes in stakeholder commitment

**Learning Unit ST05: Organizing for service transition**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service transition principles, techniques and relationships and their application to ensure new, modified or retired services meet the expectations of the business.

- How the technical and application management functions interface with service transition
- The interfaces that exist between service transition and other organizational units (including programmes, projects, service design and suppliers) and the "handover points" required to ensure delivery of new or change services within the agreed schedule
- Service transition roles and responsibilities, where and how they are used, as well as examples of how small or larger service transition organizations would be structured to use these roles
- Why service transition needs service design and service operation, what it uses from them and how

**Learning Unit ST06: Technology Considerations**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service transition principles, techniques and relationships and their application to ensure new, modified or retired services meet the expectations of the business.

- Technology requirements that support the service transition stage and its integration into the service lifecycle
- Types of knowledge management, service asset and configuration management and workflow tools that can be used to support service transition

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**Learning Unit ST07: Implementing and improving service transition**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service transition principles, techniques and relationships and their application to ensure new, modified or retired services meet the expectations of the business.

- The key activities for introducing an integrated service transition approach into an organization
- The design, creation, implementation and use of service transition in a virtual or cloud environment

**Learning Unit ST08: Challenges, critical success factors and risks**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service transition principles, techniques and relationships and their application to ensure new, modified or retired services meet the expectations of the business.

- Be able to provide insight and guidance for service transition challenges, risks and critical success factors

# Qualification Learning Objectives

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

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

- Introduction to service transition
- Service transition principles
- Service transition processes
- Managing people through service transitions
- Organizing for service transition
- Technology considerations
- Implementing and improving service transition
- Challenges, critical success factors and risks.

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

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# 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.

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

| Bloom Levels and taxonomy | Used by ITIL certification | Intellectual activity in learning outcome and exam proficiency |
|---|---|---|
| 1. Knowing<br>2. Comprehending | ITIL service management<br><br>Foundation Level | The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals.<br><br>*Vernacular examples used in Syllabus:*<br><br>Understand; describe; identify |
| 3. Applying<br>4. Analysing | ITIL service management<br><br>Lifecycle Stream<br>Capability Stream<br>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.<br><br>*Vernacular examples used in Syllabus:*<br><br>Analyse; demonstrate; apply; distinguish; justify; produce; decide |
| 5. Synthesis<br>6. Evaluating | ITIL service management<br><br>Managing Across the Lifecycle – level 5 only<br><br>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.<br><br>*Vernacular examples used in Syllabus:*<br><br>Evaluate; justify; summarize; plan; modify; manage; control |

Intermediate stream qualifications will examine according to the Bloom 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 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.

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# Service Transition Syllabus

The ITIL Intermediate Qualification: Service Transition Certificate is awarded to those who complete the eight units of study described below and 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:**<br>**ST01**<br>**Introduction to service transition** | This learning unit covers the purpose, goals, objectives and scope of service transition and the business value of service transition activities. It covers the context of service transition in the ITIL service lifecycle and the inputs and outputs of service transition.<br>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand and describe:<br>• The purpose and objectives of service transition<br>Core Guidance References – ST 1.1.1<br>• The scope of service transition and the processes within service transition<br>Core Guidance References – ST 1.1.2<br>• Value to business<br>Core Guidance References – ST 1.1.4<br>• The context of service transition in the ITIL service lifecycle<br>Core Guidance References – ST 1.2 | **Up to Bloom level 2**<br>Knowing and Comprehending<br>A full understanding of service transition terms and core concepts.<br>The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals. |
| | **Contact hours recommended – 1.0** | |

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| Learning Unit | Curriculum subjects covered | Level of Difficulty |
|---|---|---|
| **ITIL SL:**<br>**ST02**<br>**Service transition principles** | This learning unit covers more focused aspects of the basic guiding principles of service transition. Specific to this unit are key policies and principles that enable the implementation of service transition best practice.<br>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:<br>• The key policies and best practice principles that aid effective service transition<br>Core Guidance References – ST 3.1 to 3.1.14 inclusive<br>• Optimizing service transition performance and typical metrics that can be used<br>Core Guidance References – ST 3.2<br>• Service Transition inputs and outputs by lifecycle stage<br>Core Guidance References – ST 3.3, Table 3.1 | **Up to Bloom level 4**<br>Applying<br>Analysing<br>The candidate should reach a level of competence that supports problem solving, putting theory into practice, and interpreting principles and relationships relating to ST principles. |
| | **Contact hours recommended – 2.0** | |
| **ITIL SL:**<br>**ST03**<br>**Service transition processes** | This unit covers the managerial and supervisory aspects of the ITIL processes covered in the service transition stage (but excludes the day-to-day operation of the processes, which is covered in the Release, Control and Validation (RCV) Capability module).<br>This unit should be considered from the management perspective: i.e., those aspects that would be required to understand and control each process and its interfaces, oversee the implementation and ongoing improvement of, and compliance to each process, and judge the effectiveness and efficiency of each process.<br>For each process, all sub-sections in the book should be covered. Candidates must have a good high-level understanding of the process activities, but will not be expected to have a detailed knowledge of these 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.<br>For each of the processes the following subsections of the books will be included or excluded:<br>Included:<br>• Purpose and objectives<br>Core Guidance References – ST 4.x.1<br>• Scope<br>Core Guidance References – ST 4.x.2<br>• Value to Business – ST 4.x.3<br>• Policies, principle and basic concepts | **Up to Bloom level 4**<br>Applying<br>Analysing<br>The candidate should reach a level of competence that supports problem solving, putting theory into practice, and interpreting principles and relationships relating to ST processes. |

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| Learning Unit | Curriculum subjects covered | Level of Difficulty |
|---|---|---|
| | Core Guidance References – ST 4.x.4<br>• Process activities, methods and techniques<br>Core Guidance References – ST 4.x.5<br>• *An understanding of the basic flow and activities. This will be faciliated by the following process diagrams:*<br>▪ *Change management – ST Figures 4.2, 4.3, 4.4*<br>▪ *Service asset and configuration management – ST Figure 4.11*<br>▪ *Release and deployment management – ST Figures 4.23, 4.25*<br>▪ *Service validation and testing – ST Figure 4.31*<br>▪ *Change evaluation – ST Figure 4.33*<br>• Triggers, inputs, outputs and interfaces<br>Core Guidance References – ST 4.x.6<br>• Critical success factors and key performance indicators<br>Core Guidance References – ST 4.x.8<br>• Challenges and risks<br>Core Guidance References – ST 4.x.9<br><br>Excluded:<br>• Process activities, methods and techniques<br>Core Guidance References – ST 4.x.5<br>• *A detailed knowledge of these activities or a detailed understanding of specific methods and techniques is not required*<br>• Process information management<br>Core Guidance References – ST 4.x.7<br>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:<br>• Transition planning and support<br>Core Guidance References – ST 4.1 – subsections as described above<br>• Change management<br>Core Guidance References – ST 4.2 – subsections as described above<br>*(Candidates must have an understanding of criteria for delegating authority via a change hierarchy, ST Ffigure 4.5)*<br>• Service asset and configuration management<br>Core Guidance References – ST 4.3 – subsections as described above<br>• Release and deployment management | |

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| Learning Unit | Curriculum subjects covered | Level of Difficulty |
|---|---|---|
| | Core Guidance References – ST 4.4 – subsections as described above<br>• Service validation and testing<br>Core Guidance References – ST 4.5 – subsections as described above<br>• Change evaluation<br>Core Guidance References – ST 4.6 – subsections as described above<br>• Knowledge management<br>Core Guidance References – ST 4.7 – subsections as described above | |
| | **Contact hours recommended – 7.0** | |
| **ITIL SL:**<br>**ST04**<br>**Managing people through service transitions** | This learning unit introduces a high-level view of the communications and stakeholder management activities which support service transition. The topics include managing communications, commitment, organizational change and stakeholder change. It covers the aspects of organizational roles and responsibilities, along with how to plan and implement organizational change. Methods, practices and techniques relating to assessing organizational readiness for, and monitoring progress of, organizational change is also covered.<br>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:<br>• Managing communications and commitment<br>Core Guidance References – ST 5.1<br>• Managing organizational and stakeholder change<br>Core Guidance References – ST 5.2<br>• Stakeholder Management<br>Core Guidance References – ST 5.3 | **Up to Bloom level 4**<br>Applying<br>Analysing<br>The candidate should reach a level of competence that supports problem solving, putting theory into practice, and interpreting principles and relationships relating to ST management activities. |
| | **Contact hours recommended – 4.0** | |

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| Learning Unit | Curriculum subjects covered | Level of Difficulty |
|---|---|---|
| **ITIL SL:**<br>**ST05**<br>**Organizing for service transition** | This learning unit explores roles, responsibilities and organizational structures that are appropriate within service transition. Service transition roles and responsibilities are reviewed, along with the organizational context of service transition. Everything is tied together with a review of the relationship of service transition with other lifecycle phases.<br>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:<br>• Organizational development<br>Core Guidance References – ST 6.1<br>• Role of technical and application management function in service transition<br>Core Guidance References – ST 6.2<br>• Organizational context for transitioning a service<br>Core Guidance References – ST 6.3<br>• Service transition roles and responsibilities<br>Core Guidance References – ST 6.4<br>• The relationship of service transition to other lifecycle phases<br>Core Guidance References – ST 6.7 | **Up to Bloom level 4**<br>Applying<br>Analysing<br>The candidate should reach a level of competence that supports problem solving, putting theory into practice, and interpreting principles and relationships relating to ST roles and responsibilities. |
| | **Contact hours recommended – 2.0** | |
| **ITIL SL:**<br>**ST06**<br>**Technology considerations** | This learning unit covers technology considerations for service transition. Technology's role in service transition is explored, as well as how it should be "designed in", and the mechanisms for maintaining and maximizing benefit from the technology. A range of tools are reviewed from enterprise-wide tools through to more specific ITSM technology and support tools.<br>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:<br>• Technology requirements for service transition that support service transition as a whole and that support service transition's integration into the whole lifecycle, including knowledge management tools, collaboration and configuration management system<br>Core Guidance References – ST 7.1, 7.2, 7.3 | **Up to Bloom level 4**<br>Applying<br>Analysing<br>The candidate should reach a level of competence that supports problem solving, putting theory into practice, and interpreting principles and relationships relating to ST technology. |
| | **Contact hours recommended – 1.0** | |

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| Learning Unit | Curriculum subjects covered | Level of Difficulty |
|---|---|---|
| **ITIL SL:**<br>**ST07**<br>**Implementing and improving service transition** | This unit covers the implementation and improvement of service transition in an organization.<br>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:<br>• Key activities in the introduction of service transition Core Guidance References – ST 8.1<br>• An integrated approach to service transition processes Core Guidance References – ST 8.2<br>• Implementing service transition in a virtual or cloud environment Core Guidance References – ST 8.3 | **Up to Bloom level 4**<br>Applying<br>Analysing<br>The candidate should reach a level of competence that supports problem solving, putting theory into practice, and interpreting principles and relationships relating to ST implementation and improvement concepts. |
| | **Contact hours recommended – 1.0** | |
| **ITIL SL:**<br>**SD08**<br>**Challenges, critical success factors and risks** | This unit covers the challenges and critical success factors (CSF) facing service transition and how risk mitigation contributes to service transition.<br>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:<br>• Challenges facing service transition Core Guidance References – ST 9.1<br>• Measurement through analysing critical success factors Core Guidance References – ST 9.2<br>• Potential implementation risks that could affect services currently in transition and being planned Core Guidance References – ST 9.3<br>• External factors that affect the approach to service transition Core Guidance References – ST 9.4 | **Up to Bloom level 4**<br>Applying<br>Analysing<br>The candidate should reach a level of competence that supports problem solving, putting theory into practice, and interpreting principles and relationships relating to ST challenges, CSFs and risks |
| | **Contact hours recommended – 1.0** | |
| **ITIL SL:**<br>**ST09**<br>**Summary, exam preparation and directed studies** | 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 review at least one opportunity for a mock examination. | |
| | **Contact hours recommended – 2.0** | |

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## 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.<br>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:<br>• in a language that is not their mother tongue, **and**<br>• where the language of the exam is **not** their primary business language,<br>have a maximum of 120 minutes to complete the exam and are allowed the use of a dictionary |
| Prerequisite | • ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications– see *Pre-requisite Entry Criteria* on p5)<br>• Completion of an Accredited course from an ITIL Accredited Training Provider |
| Supervised | Yes |
| Open Book | No |
| Pass Score | 28/40 or 70% |

## Trainer Qualification Criteria

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 Transition 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 | • Training providers are free to structure and organise their training in the way they find most appropriate, provided the units of the syllabus are sufficiently covered.<br>• Training must be delivered via an ATO based on this syllabus. Training can be delivered virtually, via an e-learning/learning technology solution. |

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# Terminology List

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

acceptance
asset management
attribute
back-out
baseline
benchmark
budgeting
build
build environment
business case
business objective
business relationship management
change
change advisory board
change model
change proposal
change record
change request
change schedule
change window
charter
CI type
configuration
configuration baseline
configuration control
configuration identification
configuration item
configuration management
configuration management database
configuration management system
configuration record
continual service improvement
contract
course corrections
CSI register
customer-facing service
Data-to-Information-to-Knowledge-to-Wisdom
definitive media library
deployment
design coordination
early life support
effectiveness
efficiency
emergency change
emergency change advisory board
environment
fixed asset
fixed asset management
impact
IT service
key performance indicator
knowledge base
known error
known error database
live environment
management information system
Management of Risk (M_o_R)
management system
model
normal change
operational level agreement
outcome
pilot
Plan-Do-Check-Act
post-implementation review
programme
project
Project Management Body of Knowledge (PMBOK)
project management office
project portfolio
projected service outage
PRojects IN Controlled Environments (PRINCE2)
qualification
release
release package
release unit
remediation
request for change
risk
service acceptance criteria
service asset and configuration management
service catalogue
service charter
service design
service design package
service knowledge management system
service level agreement
service level target
service model
service portfolio
snapshot
software asset management
stakeholder
standard change
status accounting
supplier
test
test environment
underpinning contract
urgency
utility
validation
verification
verification and audit
warranty
work order

---------- E N D O F D O C U M E N T ----------

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