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Professional Qualifications for

ITIL® PRACTICES FOR SERVICE MANAGEMENT: INTERMEDIATE LIFECYCLE STREAM

The ITIL Intermediate Qualification: Service Design Certificate SYLLABUS



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THE ITIL INTERMEDIATE QUALIFICATION: SERVICE DESIGN CERTIFICATE

The ITIL Intermediate Qualification: Service Design 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 in IT Service Management Certificate. 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 Design publication.

Target Group

The main target group for the ITIL Intermediate Qualification: Service Design Certificate includes, but is not restricted to CIOs, CTOs, managers, supervisory staff, team leaders, designers, architects, planners, IT consultants, IT audit managers, IT security managers and ITSM trainers involved in the ongoing management, coordination and integration of design activities within the Service Lifecycle.

The course syllabus covers the management and control of the activities and techniques within Service Design, but not the detail of each of the supporting processes.

This course syllabus may also be of interest to:

- Individuals who require a detailed understanding of the ITIL Service Design phase of the ITIL core Lifecycle and how it may be implemented to enhance the quality of IT service provision within an organisation.
- IT professionals working within or about to enter a Service Design environment and requiring an understanding of the concepts, processes, functions and activities involved.
- Individuals seeking the ITIL Expert certification in IT Service Management for which this qualification is one of the prerequisite modules.
- Individuals seeking progress towards the ITIL Master in IT Service Management for which the ITIL Expert is a prerequisite

Learning Objectives

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

- Management and control of all Service Design activities
- Management and application of Service Design concepts, inputs, outputs and activities
- Knowledge of Service Design principles and management of Service Design processes
- Control and coordination of Service Design technology related activities
- Justification and control of the organisational and technological issues on Service Design
- Analysis, justification and selection of the implementation approaches, challenges, critical success factors and risks

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

Prerequisite Entry Criteria

Candidates wishing to be trained and examined for this qualification must already hold the ITIL Foundation Certificate in IT Service Management (the V3 Foundation or V2 Foundation plus Bridge Certificate) which shall be presented as documentary evidence to gain admission.

Eligibility for Examination

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

- At least 21 contact hours (hours of instruction, excluding breaks, with an Accredited Training Organisation (ATO) or an accredited e-learning solution) for this syllabus, as part of a formal, approved training course/scheme
- There is no minimum requirement but a basic IT literacy and around 2 years IT experience are highly desirable
- Hold the ITIL V3 Foundation Certificate in IT Service Management or ITIL V2 Foundation plus the bridging certificate
- It is also recommended that students should complete at least 21 hours of personal study by reviewing the syllabus and the Service Design book in preparation for the examination

Level of Difficulty

All ITIL Service Management certifications 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.

The KNOWING level: Here the student is able to bring to mind or remember the appropriate material. The behavioural tasks associated with this level tax the student's memory and include such tasks as defining, recalling, listing, recognizing, describing and naming.

The COMPREHENDING stage: Here the student 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. Behavioural tasks at this level would include stating in the students own words, giving examples of, illustrating, inferring, summarizing and interpreting. These actions involve the knowing which has taken place at the first level.

The APPLYING level: Here the student should be able to use ideas, principles and theories in new, particular and concrete situations. Behavioural tasks 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.

The ANALYZING level: This is the fourth level of learning described by Bloom. At this level the student 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 behavioural 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.

The SYNTHESIS level: At this level the student 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. Behavioural tasks at this level would include creating, writing, designing, combining, composing, organizing, revising and planning. This level of learning in order to occur must include the first four levels – knowing, comprehending, analyzing and applying. This level of learning is probably the most intense and exciting for student and teacher alike.

The EVALUATING phase: In this phase the student 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 student 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 analyzing and synthesizing.

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

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
Knowing Comprehending	ITIL Service Management Foundation Level stream (includes V2 – V3 Foundation Bridge certification)	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
Applying Analyzing	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> Analyze; Demonstrate; Apply; Distinguish; Justify; Produce; Decide
Synthesis Evaluate	ITIL Service Management Managing Across the Lifecycle – level 5 only ITIL Service Management Professional – Advanced Series	The ability to create patterns or structure from composite elements to achieve a new meaning or outcome. Can make judgement, 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 level assigned to each syllabus learning unit within each of the Service Lifecycle and Service Capability streams. This means that a student 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 student's competency up to and including the bloom level associated to 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 satisfy the competency needed to meet the exam level of difficulty. The intermediate modules are expected to provide a practical level of proficiency for a student to be able to utilize the knowledge learned in their work environment. The examinations test a level of proficiency that allows students to apply the knowledge learned in the course to correctly select the correct sequence of possible answers.

Service Design Syllabus

The ITIL Intermediate Qualification: Service Design is awarded to those who complete the following seven units of study and successfully pass the relevant examination. The units cover the topics listed (section numbers from the book are included, with indicative contact study-hours).

<p>ITILSL:</p> <p>SD01</p> <p>Level of Difficulty – up to Bloom level 2</p>	<p>Introduction to Service Design</p> <p>This unit introduces the candidate to the concepts and terminology in the field of Service Design.</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 concept of Service Management as a practice (SD 2.1)• the concept of Service, its value proposition and composition (SD 2.2 and SS 2.2)• the concepts of Function, Process and Role (SD 2.3, glossary)• the purpose, goals and objectives of Service Design (SD 2.4.1, SD 3.1)• the scope of Service Design (SD 2.4.2)• the business value (SD 2.4.3)• the contents and use of the Service Design Package (SD 4-introduction, Appendix A (SDP))• the contents and use of Service Acceptance Criteria (Appendix B (SAC)) <p><i>The recommended minimum study period for this unit is 2.0 hours.</i></p>
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<p>ITILSL: SD02</p> <p>Level of Difficulty – up to Bloom level 4</p>	<p>Service Design Principles</p> <p>This unit covers Service Design principles.</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 analyze:</p> <ul style="list-style-type: none"> • Service Design principles and service composition (SD 3-introduction) • the importance and approach to balanced design (SD 3.2) • service requirements, business requirements and drivers (SD 3.3, SD 3.4) • design activities and constraints (SD 3.5, 3.7, 3.8) • the principles and the five aspects of Service Design to the management of Service Design processes (SD 3.6) <ul style="list-style-type: none"> • Context (SD 3.6) • Designing service solutions (SD 3.6.1) • Designing supporting systems (SD 3.6.2), especially the Service Portfolio • Designing technology architectures (3.6.3) • Designing processes (SD 3.6.4) • Designing measurement systems and metrics (SD 3.6.5) • Business Service Management (BSM) and Service Oriented Architecture (SOA) principles (SD 3.9, SD 3.10) • Service Design models (SD 3.11) <p><i>The recommended minimum study period for this unit is 4.0 hours.</i></p>
<p>ITILSL: SD03</p> <p>Level of Difficulty – up to Bloom level 4</p>	<p>Service Design Processes</p> <p>This unit covers the managerial and supervisory aspects of the ITIL processes covered in the Service Design stage, (but excludes the day to day operation of the processes which is covered in the corresponding Capability Modules).</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 analyze:</p> <ul style="list-style-type: none"> • the activities and techniques, but not the detailed process steps, for the following processes <ul style="list-style-type: none"> • Service Catalogue Management (SD 4.1) • Service Level Management (SD 4.2) • Capacity Management (SD 4.3) • Availability Management (SD 4.4) • IT Service Continuity Management (SD 4.5) • Information Security Management (SD 4.6) • Supplier Management (SD 4.7) • the principles and the five aspects of Service Design (to the management of Service Design processes SD 4)

	<i>The recommended minimum study period for this unit is 7.0 hours.</i>
ITILSL: SD04 Level of Difficulty – up to Bloom level 4	Service Design technology related activities <p>This unit covers the management of technology related activities commonly performed in the Service Design stage.</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 analyze:</p> <ul style="list-style-type: none"> • requirement types and manage activities and techniques within Requirements Engineering (SD 5.1) • the activities and techniques within Data and Information Management (SD 5.2) • activities and techniques associated with Application Management (SD 5.3) <p><i>The recommended minimum study period for this unit is 2.0 hours.</i></p>
ITILSL: SD05 Level of Difficulty – up to Bloom level 4	Organising for Service Design <p>This unit covers the managerial and supervisory aspects associated with the Service Design roles, responsibilities and capabilities.</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 analyze:</p> <ul style="list-style-type: none"> • functional roles analysis and RACI (SD 6, SD 6.1, SD 6.2) • the roles and responsibilities within Service Design (SD 6.4) <p><i>The recommended minimum study period for this unit is 1.5 hours.</i></p>
ITILSL: SD06 Level of Difficulty – up to Bloom level 4	Consideration of Technology <p>This unit covers technology considerations for Service Design.</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 analyze:</p> <ul style="list-style-type: none"> • the types of tools that would benefit Service Design (SD 7-introduction, SD 7.1) • requirements for Service Management tools (SD 7.2) <p><i>The recommended minimum study period for this unit is 0.5 hours.</i></p>

<p>ITILSL: SD07 Level of Difficulty – up to Bloom level 4</p>	<p>Implementation and improvement of Service Design</p> <p>This unit covers the implementation and improvement of Service Design in an organisation.</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 analyze:</p> <ul style="list-style-type: none"> • the Service Design issues relating to: <ul style="list-style-type: none"> • Business Impact Analysis, Service Level Requirements and risks (SD 8.1, SD 8.2, SD 8.3) • the six-stage implementation approach (SD 8.4) • measurements through Critical Success Factors and Key Performance Indicators (SD 8.5, SD 8.5.2, SD 4.1.8, SD 4.1.9, SD 4.2.7, SD 4.2.9, SD 4.3.7, SD 4.3.9, SD 4.4.7, SD 4.4.9, SD 4.5.7, SD 4.5.9, SD 4.6.7, SD 4.6.9, SD 4.7.7, SD 4.7.9) • prerequisites for success and risks affecting Service Design activities and processes (SD 8.5.1, SD 9.1, SD 9.2) <p><i>The recommended minimum study period for this unit is 2.0 hours.</i></p>
<p>ITILSL:SD08</p>	<p>Summary, Exam Preparation and Directed Studies</p> <p>This unit summarises 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 mock examination opportunity.</p> <p><i>The recommended minimum study period for this unit is 2.0 hours.</i></p>

Terminology that students would be expected to understand after the course:

*Terminology marked with an * is expected to be known from the Foundation Certificate*

Acceptance	Invocation
Agreed Service Time*	IT Service Continuity Management (ITSCM)*
Agreement*	IT Service Continuity Plan*
Analytical Modelling	Maintainability*
Application*	Management of Risk (MoR)*
Application Management*	Mean Time Between Failures (MTBF)*
Application Portfolio	Mean Time Between Service Incidents (MTBSI)*
Application Service Provider (ASP)	Mean Time To Repair (MTTR)*
Application Sizing	Mean Time to Restore Service (MTRS)*
Architecture	Middleware
Availability*	Operational Level Agreement (OLA)*
Availability Management*	Percentage utilisation*
Availability Management Information System (AMIS)*	Planned Downtime*
Availability Plan*	Portable Facility
Brainstorming	Reciprocal Arrangement
Business Capacity Management (BCM)*	Recovery*
Business Continuity Management (BCM)*	Recovery Option
Business Continuity Plan (BCP)*	Redundancy*
Business Service	Reliability*
Business Service Management (BSM)	Requirement*
Capacity*	Resilience*
Capacity Management*	Return to Normal
Capacity Management Information System (CMIS)*	Risk Management*
Capacity Plan*	Service Capacity Management (SCM)*
Capacity Planning*	Service Catalogue*
Cold Standby	Service Design*
Commercial off the Shelf (COTS)	Service Design Package (SDP)*
Component Capacity Management (CCM)	Service Failure Analysis (SFA)
Component Failure Impact Analysis (CFIA)	Service Hours*
Confidentiality*	Service Level Agreement (SLA)*
Continuous Availability*	Service Level Management (SLM)*
Continuous Operation*	Service Level Requirement (SLR)*
Countermeasure*	Service Level Target
Crisis Management	Serviceability*
Critical Success Factor (CSF)*	Simulation modelling
Design*	Single Point of Failure (SPOF)*
Development*	SMART
Development Environment*	Standby*
Downtime*	Statement of Requirements (SOR)
Expanded Incident Lifecycle*	Supplier*
Fast Recovery	Supplier and Contract Database (SCD)*
Fault Tolerance	Supplier Management*
Fault Tree Analysis (FTA)	Terms of Reference (TOR)
Fit for Purpose*	Threat*
Fixed Facility	Throughput
Gradual Recovery	Tuning
High Availability*	Underpinning Contract (UC)*
Hot Standby	Usability
Immediate Recovery	Use Case
Information Security Management (ISM)*	Vital Business Function (VBF)*
Information Security Management System (ISMS)*	Vulnerability*
Information Security Policy*	Warm Standby
Integrity*	
Intermediate Recovery	

Note:**Lecture and exercises**

Meeting the learning objectives of this syllabus can be assisted through 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 include 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.

Learning Outcomes

Following the completion of this unit, the candidate will know:

- The importance of Service Management as a Practice concept and Service Design Principals, Purpose and Objective
- How all processes in ITIL Service Design interact with other Service Lifecycle Processes
- The sub-processes, activities, methods and functions used in each of the ITIL Service Design processes
- The roles and responsibilities within ITIL Service Design and the activities and functions to achieve Service Design excellence
- How to measure ITIL Service Design
- Technology and implementation considerations surrounding ITIL Service Design
- Challenges, Critical Success Factors and Risks associated to ITIL Service Design

Format of the Examination

Type	Eight (8) multiple choice, scenario-based, gradient scored questions. Each question will have 4 possible answer options, one of 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 (Candidates sitting the examination in a language other than their first language have a maximum of 120 minutes and are allowed to use a dictionary)
Prerequisite	ITIL V3 Foundation Certificate or ITIL V2 Foundation plus Bridge Certificate and completion of an accredited Course from an ITIL Accredited Training Provider
Supervised	Yes
Open Book	No
Pass Score	28/40 or 70%
Distinction Score	TBC
Delivery	Online or Paper Based Examination

Trainer Qualification Criteria

This syllabus can only be delivered 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 Design Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute
ITIL V3 Expert Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute

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