



Professional Qualifications for

ITIL® PRACTICES FOR SERVICE MANAGEMENT: INTERMEDIATE LIFECYCLE STREAM

The ITIL Intermediate Qualification: Service Transition Certificate SYLLABUS



The Swirl logo™ is a Trade Mark of the Office of Government Commerce
ITIL® is a Registered Trade Mark of the Office of Government Commerce in the United Kingdom and other countries

© Crown Copyright 2008 Reproduced under license from OGC
The ITIL Intermediate Qualification_Service Transition Certificate_v3.1.doc - 29 July 2008
Version 3.1 (Status – Live) Document owner – Chief Examiner

THE ITIL INTERMEDIATE QUALIFICATION: 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 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 Transition publication.

Target Group

The main target group for the ITIL Intermediate Qualification: Service Transition 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, service test managers and ITSM trainers.

The course covers the management and control of the activities and techniques within the Service Transition stage, 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 Transition 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 Transition environment and requiring a detailed understanding of the processes, functions and activities involved
- Individuals seeking the ITIL Expert 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:

- Introduction to Service Transition
- Service Transition Principles
- Management and control of all Service Transition activities
- Service Transition Related activities around communications, commitment and organisational change
- Organising Service Transition
- Control and coordination of Service Transition technology related activities
- 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 Transition examination, candidates shall fulfil 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 recommended that students should complete at least 21 hours of personal study by reviewing the syllabus and the Service Transition 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 Transition Syllabus

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

<p>ITIL SL:</p> <p>ST01</p> <p>Level of Difficulty – up to Bloom level 2</p>	<p>Introduction to Service Transition</p> <p>This unit introduces the candidate to the concepts and terminology in the field of Service Management in general and the main goals and objectives of Service Transition.</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"> • Service Transition as a practice (ST 2.1) • Service, its value proposition and value composition (ST 2.2) • Functions, Processes and Roles (ST 2.3) • The purpose, goals and objectives of Service Transition (ST 2.4.1) • The scope of Service Transition (ST 2.4.2) and the types of processes used by Service Transition (ST 2.4.6) • The position of Service Transition within the service lifecycle, the interfaces, inputs and outputs (ST 2.4.5) • Potential value to business (ST 2.4.3) <p><i>The recommended minimum study period for this unit is 2.5 hours.</i></p>
<p>ITIL SL:</p> <p>ST02</p> <p>Level of Difficulty – up to Bloom level 4</p>	<p>Service Transition Principles</p> <p>This unit covers the basic guiding principles of Service Transition.</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 concept of service and role of utilities, warranties, capabilities and resources in delivering the service (ST 3.1) • The key policies and best practice principles that aid effective Service Transition (ST 3.2.1 – 3.2.14) <p><i>The recommended minimum study period for this unit is 2.0 hours.</i></p>

<p>ITIL SL:</p> <p>ST03</p> <p>Level of Difficulty – up to Bloom level 4</p>	<p>Service Transition Processes</p> <p>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 are primarily covered in the Release, Control and Validation module).</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"> • Transition Planning and Support (ST 4.1) • Change Management (ST4.2) • Service Asset and Configuration Management (ST 4.3) • Release and Deployment Management (ST 4.4) • Service Validation and Testing (ST 4.5) • Evaluation (ST 4.6) • Knowledge Management (ST 4.7) <p><i>The recommended minimum study period for this unit is 7.0 hours.</i></p>
<p>ITIL SL:</p> <p>ST04</p> <p>Level of Difficulty – up to Bloom level 4</p>	<p>Service Transition related activities</p> <p>This unit provides a high-level view of the communications and stakeholder management activities which support Service Transition in addition to the processes covered in ST03.</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"> • Managing Communications and Commitment (ST 5.1) • Managing Organizational and Stakeholder Change (ST 5.2) <ul style="list-style-type: none"> • Organisational roles, responsibilities (ST 5.2.2) and Service Transitions Roles within organisational change (ST 5.2.3) • Planning and Implementing organisational change, and the outputs from other lifecycle stages which assist with managing organisational change (ST 5.2.5 – ST 5.2.6) • Assessing organisational readiness for and monitoring progress of organisational change (ST 5.2.7 – ST 5.2.8) • Methods, practices and techniques used in managing change (ST 5.2.10) • Stakeholder Management (ST 5.3) <p><i>The recommended minimum study period for this unit is 3.0 hours.</i></p>

<p>ITIL SL:</p> <p>ST05</p> <p>Level of Difficulty – up to Bloom level 4</p>	<p>Organising for Service Transition</p> <p>This unit considers the roles and responsibilities appropriate within Service Transition and the Service Transition focused capabilities. It will also cover possible Service Transition organisational structures and their applicability to different circumstances.</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 Transition Roles and Responsibilities (ST 6.1, 6.3) • Organizational context for Service Transition (ST 6.2) • The relationship of Service Transition with other lifecycle phases (ST 6.4) <p><i>The recommended minimum study period for this unit is 1.5 hours.</i></p>
<p>ITIL SL:</p> <p>ST06</p> <p>Level of Difficulty – up to Bloom level 4</p>	<p>Consideration of Technology</p> <p>This unit covers technology considerations for Service Transition.</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"> • Technoogy requirements for Service Transition that support Service Transition as a whole and, support Service Transition’s integration into the whole lifecycle (ST 7) <p><i>The recommended minimum study period for this unit is 1.0 hours.</i></p>
<p>ITIL SL:</p> <p>ST07</p> <p>Level of Difficulty – up to Bloom level 4</p>	<p>Implementation and improvement of Service Transition</p> <p>This unit covers the implementation and improvement of Service Transition 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 stages of introducing Service Transition to an organisation (ST 8.1), including: <ul style="list-style-type: none"> • Justification (ST 8.1.1) • Design (ST 8.1.2) • Management of cultural change and risks and beneficial values (ST 8.1.3 - 8.1.5) • Measurements through anaylsing critical success factors and key performance indicators (ST 9.2) • Challenges, pre-requisites for success and risks that affect the likely viability of new and changed services. (ST 9.1, 9.2, 9.3) • Challenges facing service transition (ST 9.1) and the external factors that affect the approach to service transition (ST 9.4) <p><i>The recommended minimum study period for this unit is 2.0 hours.</i></p>

ITIL SL: ST08	Summary, Exam Preparation and Directed Studies 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. <i>The recommended minimum study period for this unit is 2.0 hours.</i>
--------------------------------	---

Terminology that students would be expected to understand after the course

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

Assembly test	Pilot
Asset management	Pull
Attribute	Push
Audit	Recoverability
Back-out	Regression test
Baseline	Relationship*
Benchmark*	Release*
Big bang	Release and deployment management (RAD) *
Build	Release unit
Business value	Release window
Capability	Remediation*
Change advisory board (CAB) *	Request for change (RFC)*
Change authorisation	Re-use
Change initiator	Review
Change management	Risk*
Change model*	Secure library
Change schedule	Secure store
Component test	Service asset and configuration management (SACM) *
Configuration item (CI)*	Service design package (SDP) *
Configuration management*	Service knowledge management base (SKMB)
Configuration management database (CMDB) *	Service knowledge management system (SKMS)*
Configuration management system (CMS) *	Service operational readiness test (SORT)
Contract test	Service provider interface test (SPI)
Course corrections*	Service rehearsal
Cultural change	Service release test
Data*	Service test
Definitive media library (DML) *	Stakeholder*
Deployment*	Stakeholder management
Early life support (ELS) *	Stakeholder map
Emergency change*	Standard change*
Emergency change advisory board (ECAB) *	Status accounting
Emotional cycle of change	Stress testing
Evaluation	Test model
Exit criteria	Testing*
Impact*	Urgency*
Information*	Utility*
Integration test	Validation
Knowledge*	Verification
Knowledge management (KM) *	version
Knowledge transfer	Warranty*
Load testing	Wisdom*
Organisational change	
Package*	

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 “illustrate, discuss, use examples”, 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:

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

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

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 Transition 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

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