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ITIL®

**PROFESSIONAL
QUALIFICATION SCHEME**

INTERMEDIATE QUALIFICATION

**SERVICE
LIFECYCLE**

**SERVICE
OPERATION
CERTIFICATE**

**QUALIFICATION
SYLLABUS**



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THE ITIL INTERMEDIATE QUALIFICATION: 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 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 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 the specific details of each of the Service Operation 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, coordination and integration of operation activities within the Service Lifecycle
- Individuals who require a detailed understanding of the ITIL Service Operation 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 Operation 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

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 Operation 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 candidates should complete at least 21 hours of personal study by reviewing the syllabus and the Service Operation book in preparation for the examination

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 functions contained within Service Operations including how they interact to make Service Operations work

- The processes and service lifecycle phases that Service Operation interfaces with
- The fundamental aspects of Service Operation and be able to define them

Learning Unit SO02: Service Operation Principles

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- How Service Operation is organized in relation to Functions, Groups, Teams, Department and divisions.
- How an organization can achieve balance when dealing with internal verse external organizational focus, identifying the issues related to organizations who operate at the extremes of these balances
- What "Operational Health" means, specifically addressing examples of "Self Healing Systems" and the processes used by them
- The creation, components and implementation of a complete communication strategy to be used with Service Operations

Learning Unit SO03: Service Operation Processes

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- The use of and interaction of each of the five key processes that make up Service Operation
- The value to the business that each of the Service Operation processes contributes
- The use of and interaction of all other lifecycle operational activities that contribute to Service Operation

Learning Unit SO04: Common Service Operation Activities

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- The difference between a Technology Centric and a Business Centric organization, the five levels of maturity and how Service Operation can be used to move towards increasing the Business Centric focus
- How the activities identified in this unit support Service Operation and provide a detailed model of how to integrate them into a Service Operation organization

Learning Unit SO05: Organizing Service Operation

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- The objective, activities and roles of each of the four functions identified in this unit and how to build a Service Operation model based on these functions
- 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 – Support problem solving by putting theory into practice, interpret principles and relationships

- The technology that supports Service Operation, where and how these can be used
- The technology required to support each of the Service Operations processes and functions: Event Management, Incident Management, Request Fulfilment, Problem Management, Access Management and Service Desk

Learning Unit SO07: Implementation Considerations

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- Strategies and models for managing Change in Service Operation and how to implement this activity within an organization
- Implementing Service Operation technologies within a company
- How to assess and manage risk with in a Service Operation group including the interaction that needs to occur with the Service Design and Service Transition personnel

Learning Unit SO08: Challenges, Critical Success Factors and Risks

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- The challenges and risks (e.g. staff, funding, management, etc.) related to Service Operation and the details behind how each challenge can be addressed
- The Critical Success Factors (CSFs) related to Service Operation as well as a detailed model for measuring and monitoring Service Operation CSFs

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 Operations Principles
- Service Operation Processes
- Common Service Operation Activities
- Organizing Service Operation: Functions
- Technology Considerations
- Implementation Considerations
- Challenges, Critical Success Factors and Risks
- Coordinate and carry out the actions and processes required to deliver and manage services at agreed levels to business users and customers as well as the responsibility for the ongoing management of the technology that is used to deliver and support services.

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 ANALYZING 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. 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 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 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
1. Knowing 2. 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
3. Applying 4. 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
5. Synthesis 6. 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 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 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 ensure the candidate's competence needed to meet the exam level of difficulty.

The intermediate modules are expected to provide a practical level of proficiency for a candidate to be able 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 is awarded to those who complete the following eight units of study and successfully pass the relevant examination.

Core guidance references with publication reference (SS- Service Strategy, SD – Service Design, ST – Service Transition, SO – Service Operation, CSI – 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 reorder the learning units in any way that suits the flow of their courseware content delivery. All ATO's must ensure however, 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 in the field of Service Operation in relation to the execution/coordination 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 term ‘Service Operation’, and how it fits in the overall core ITIL Lifecycle Core Guidance References - SO 1.2.3 • The main purpose and objectives of Service Operation Core Guidance References - SO 1.3, 2.4.1 • The ITIL processes primarily covered in Service Operation Core Guidance References - SO 2.4.5 • The functions within Service Operation Core Guidance References - SO 2.4.6 • The value to the business Core Guidance References - SO 2.4.3 	<p>Up to Bloom 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>
	<p>Contact hours recommended – .75</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SL: SO02 Service Operation Principles	<p>This learning unit addresses Service Operation Principles, in particular Organizational Concerns (e.g. Functions, Groups, Teams, Department and Divisions). All aspects related to Operations are covered including achieving balance in Service Operations, Providing Service, Involvement in Design and Transition 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 analyze:</p> <ul style="list-style-type: none"> • Organizational issues including: Functions, Groups, Teams, Department and Divisions Core Guidance References - SO 3.1 • Achieving balance in Service Operations Core Guidance References - SO 3.2 • Providing Service Core Guidance References - SO 3.3 • Involvement in Design and Transition 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 	<p>Up to Bloom level 4</p> <p>Applying and Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to Service Operation.</p>
	Contact hours recommended – 1.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SL:</p> <p>SO03</p> <p>Service Operation Processes</p>	<p>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 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"> • Event Management Core Guidance References - SO 4.1 • Incident Management Core Guidance References - SO 4.2 • Request Fulfilment Core Guidance References - SO 4.3 • Problem Management Core Guidance References - SO 4.4 • Access Management Core Guidance References - SO 4.5 <p>The operational activities of processes covered in other Lifecycle phases:</p> <ul style="list-style-type: none"> • Change Management Core Guidance References – SO 4.6 • Configuration Management Core Guidance References – SO 4.6 • Release Management Core Guidance References – SO 4.6 • Capacity Management Core Guidance References – SO 4.6 • Availability Management Core Guidance References – SO 4.6 • Knowledge Management Core Guidance References – SO 4.6 • Financial Management Core Guidance References – SO 4.6 • IT Service Continuity Management Core Guidance References – SO 4.6 	<p>Up to Bloom level 4</p> <p>Applying and Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to Service Operation processes.</p>
	<p>Contact hours recommended – 7.0</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SL: SO04 Common Service Operation Activities</p>	<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 analyze:</p> <ul style="list-style-type: none"> • Monitoring and Control Core Guidance References – SO 5.1 • IT Operations Core Guidance References – SO 5.2 • Mainframe Management Core Guidance References – SO 5.3 • Server Management and Support Core Guidance References – SO 5.4 • Network Management Core Guidance References – SO 5.5 • Storage and Archive Core Guidance References – SO 5.6 • Database Management Core Guidance References – SO 5.7 • Directory Services Management Core Guidance References – SO 5.8 • Desktop Support Core Guidance References – SO 5.9 • Middleware Management Core Guidance References – SO 5.10 • Internet/Web Management Core Guidance References – SO 5.11 • Facilities and Datacentre Management Core Guidance References – SO 5.12 • IT Security Management in relation to Service Operation Core Guidance References – SO 5.13 • Improvement of Operational Activities Core Guidance References – SO 5.14 	<p>Up to Bloom level 4</p> <p>Applying and Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to Service Operation activities.</p>
	<p>Contact hours recommended – 3.5</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SL: SO05 Organizing Service Operation</p>	<p>This learning unit explores the Organization of Service Operation through functions (e.g. Service Desk operations, 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 analyze:</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> • Service Desk Core Guidance References – SO 6.2 • Technical Management Core Guidance References – SO 6.3 • IT Operations Management Core Guidance References – SO 6.4 • Application Management Core Guidance References – SO 6.5 • Roles and Responsibilities Core Guidance References – SO 6.6 • Service Operation Organizational Structures Core Guidance References – SO 6.7 	<p>Up to Bloom level 4</p> <p>Applying and Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to the Service Operation organization.</p>
	<p>Contact hours recommended – 4.0</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SL: SO06 Technology Considerations	Technology Considerations 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. 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: <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 Fulfillment Core Guidance References – SO 7.4 • Problem Management Core Guidance References – SO 7.5 • Access Management Core Guidance References – SO 7.6 • Service Desk Core Guidance References – SO7.7 	Up to Bloom level 4 Applying and Analyzing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to the Service Operation technologies.
	Contact hours recommended – 1.0	
ITIL SL: SO07 Implementation Considerations	Implementation Considerations 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 analyze: <ul style="list-style-type: none"> • Managing Change in Service Operations Core Guidance References – SO 8.1 • Service Operation and Project Management Core Guidance References – SO 8.2 • Assessing and Managing Risk in Service Operations 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 level 4 Applying and Analyzing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to implementing Service Operation.
	Contact hours recommended – 2.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SL: SO08 Challenges, Critical Success Factors and Risks	<p>This unit covers the challenges and risks facing Service Operation and how Critical Success Factors (CSF) contribute to 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 analyze:</p> <ul style="list-style-type: none"> • Challenges, Critical Success Factors and Risks (SO 9.0) 	Up to Bloom level 4 Applying and Analyzing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to Service Operation CSFs
	Contact hours recommended – 0.5	
ITIL SL: SO09	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.	
	Contact hours recommended – 1.5	

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.

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
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 in a country where the language of the exam is not a business language in the country, have a maximum of 120 minutes to complete the exam and are allowed the use of 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%

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 V3 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 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 based on this syllabus. Training can be delivered virtually, via an e-learning / learning technology solution.

Terminology List

A candidate is expected to understand the following terms after completing an SO course.

*- Denotes the term is covered at the Foundation level and should be covered in this module within the module's context.

Access Management	Middleware Management
Achieving Balance (in Service Operations)	Monitoring and Control
Alert*	Network Management
Applications Management	Operational Health
Business Case*	Operational Level Agreement (OLA)*
Configuration Item*	Problem*
Configuration Management System*	Organizational Structures
Continual Service Improvement	Problem Management
Database Management	Project Management
Desktop Support	Request Fulfilment
Directory Services Management	Risk Management
Event*	Server Management and Support
Event Management	Service Catalogue*
Facilities and Data centre Management	Service Desk
Functions	Service Design
Incident*	Service Knowledge Management System (SKMS)*
Incident Management	Service Level Agreement*
Internet/Web Management	Service Operation
IT Operations	Service Provider*
IT Operations Management	Service Request*
IT Security Management	Service Strategy
Known Error Database (KEDB)*	Service Transition
Known Error*	Storage and Archive
Lifecycle	Technical Management
Mainframe Management	Telephony
	Value to Business

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