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PROFESSIONAL QUALIFICATION SCHEME

INTERMEDIATE QUALIFICATION

SERVICE CAPABILITY

PLANNING, PROTECTION AND OPTIMIZATION CERTIFICATE



QUALIFICATION SYLLABUS



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THE ITIL INTERMEDIATE QUALIFICATION: PLANNING, PROTECTION AND OPTIMIZATION CERTIFICATE

The ITIL Intermediate Qualification: Planning, Protection and Optimization (PPO) Certificate is a free-standing qualification, but is also part of the ITIL Intermediate Capability 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 Lifecycle core publications.

The ITIL Certificate in Planning, Protection and Optimization is intended to enable the holders of the certificate to apply the practices during the Service Management Lifecycle and specifically in the following key ITIL process and role areas:

- Capacity Management
- Availability Management
- IT Service Continuity Management
- Information Security Management
- Demand Management

Target Candidate

The main target candidate for the ITIL Intermediate Qualification: Planning, Protection and Optimization Certificate includes but is not restricted to:

- IT professionals
- Business managers
- Business process owners
- Individuals who have attained the V3 ITIL Foundation certificate in Service Management, or the V3 Foundation Bridge certificate and who wish to advance to higher level ITIL certifications
- Individuals who require a deep understanding of ITIL Certificate in the Planning, Protection and Optimization processes and how it may be used to enhance the quality of IT service support within an organization
- IT professionals that are working within an organisation that has adopted and adapted ITIL who need to be informed about and thereafter contribute to an ongoing service improvement programme
- Operational staff involved in Capacity Management, Availability Management, ITSCM, Information Security Management, Demand Management, who wish to enhance their role-based capabilities
- 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.

It is also strongly recommended that candidates:

- Can demonstrate familiarity with IT terminology and understand the context of Planning, Protection and Optimization management in their business environment.
- Have exposure working in the service management capacity within a service provider environment, with responsibility emphasizing on at least one of the following management processes:
 - Capacity Management
 - Availability Management
 - IT Service Continuity Management
 - Information Security Management
 - Demand Management

It is also strongly recommended that candidates read the ITIL Service Lifecycle core publications in advance of attending training for the certification, and in particular the Service Design publication.

Eligibility for Examination

To be eligible for the examination leading to an accredited ITIL Certificate in Planning, Protection and Optimization, the candidate must fill the following requirements:

- At least 30 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 mandatory requirement but 2 to 4 years professional experience working in IT Service Management is 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 a minimum 12 hours of personal study by reviewing the syllabus and the pertinent areas of the ITIL Service Management Practice core guidance publications and in particular the Service Design publication

Syllabus at a Glance:

Learning Unit PPO01: Introduction to Planning, Protection and Optimization

Bloom's Level 2 Objectives – Full understanding of PPO terms and core concepts

- The concept of Service Management as a practice and how it delivers value to customers and the business
- The underpinning PPO processes and functions that support the Service Lifecycle
- What makes up the Service Capability cluster "Planning, Protection and Optimization" (i.e. which phase of the Service Lifecycle contribute to this capability and how they all interact) and its specific focus on Service Design

Learning Unit PPO02: Capacity Management

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

- The end-to-end process flow for Capacity Management inclusive of its design strategy, components, activities, roles and operation, organizational structure and its interfaces with other processes
- A measurement model and the metrics that would be used to support Capacity Management within PPO practices
- The benefits and business value that can be gained from Capacity Management

Learning Unit PPO03: Availability Management

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

- The end-to-end process flow for Availability Management inclusive its design strategy, components, activities, roles and operation, organizational structure and its interfaces with other processes
- The benefits and business value that can be gained from Availability Management
- A measurement model and the metrics that would be used to support Availability Management within PPO practices

Learning Unit PPO04: IT Service Continuity Management (ITSCM)

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

- The end-to-end process flow for ITSCM inclusive its design strategy, components, activities, roles and operation, organizational structure and its interfaces with other processes
- The four stages of ITSCM (i.e. Initiation, Requirements and Strategy, Implementation and On-going Operation) and how each can be used to support PPO
- A measurement model and the metrics that would be used to support ITSCM within PPO practices
- The benefits and business value that can be gained from ITSCM

Learning Unit PPO05: Information Security Management

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

- The end-to-end process flow for Security Management inclusive of its design strategy, components, activities, roles and operation, organizational structure and its interfaces with other processes
- A measurement model and the metrics that would be used to support Security Management within PPO practices
- The benefits and business value that can be gained from Security Management

Learning Unit PPO06: Demand Management

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

- The end-to-end process flow for Demand Management inclusive of its design strategy, components, activities, roles and operation, organizational structure and its interfaces with other processes
- Activity-based Demand Management as it relates to business and user activity patterns and how these contribute to Core and Service Level packages

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- The benefits and business value that can be gained from Demand Management in support of PPO

Learning Unit PPO07: 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.) in relation to: Capacity, Demand, Availability, ITSCM and Security Management and how each challenge can be addressed
- Critical Success Factors related to Capacity, Demand, Availability, ITSCM and Security Management and how to measure and monitor them for each process and activity
- The challenges and risks as well as related Critical Success Factors that are associated with Service Design in its alignment with PPO

Learning Unit PPO08: Planning, Protection and Optimization Roles and Responsibilities

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

- The roles and responsibilities related to Capacity, Availability, ITSCM and Information Security Management, how they fit and are used within the Service Design organization to support PPO

Learning Unit PPO09: Technology and Implementation Considerations

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

- Service Management tools, where and how they would can used within PPO for process implementation
- The types of tools that support Service Design as related to PPO
- What best practices should be used in order to alleviate challenges and risks when implementing Service Management technologies and designing technology architectures.

Qualification Learning Objectives

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

- Service Management as a Practice
- Processes across the Service Lifecycle pertaining to the practice elements within Planning, Protection and Optimization
- Capacity Management as a capability to realize successful service design
- Availability Management as a capability to realize successful service design
- IT Service Continuity Management as a capability to support overall Business Continuity Management
- Information Security Management as part of the overall corporate governance framework
- Planning, Protection and Optimization roles and responsibilities
- Technology and Implementation Considerations
- Challenges, Critical Success Factors and risks

And specifically in the following key ITIL process and role areas:-

- Capacity Management
- Availability Management
- IT Service Continuity Management
- Information Security Management
- Demand Management
- Challenges, Critical Success Factors and risks for Planning, Protection and Optimization

In addition, the training for this qualification 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.

Planning, Protection and Optimization Syllabus

The ITIL Intermediate Qualification: Planning, Protection and Optimization is awarded to those who complete the following nine 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 SC: PPO01 Introduction	<p>This learning unit of this course provides an introduction to the Core Concepts and terminology of the Service Lifecycle, and the role that PPO plays within the Lifecycle. An overview of Service Management is covered along with defining Service as a value proposition, the difference between functions and processes as well as how to create business value. The processes within Planning, Protection and Optimization practices and how these processes support the Service Lifecycle, inclusive of their roles and responsibilities are identified in the lifecycle stages of Service Transition, Service Operations and 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"> • Service Management as a practice Core Guidance References - SD 2.1 • The concept of Service, its value proposition and composition Core Guidance References - SD 2.2.1 • The functions and process across the Lifecycle Core Guidance References - SD 2.3.1, 2.3.2, 2.3.3 • The role of the processes in the Service Lifecycle Core Guidance References - SS 2.6.3 • How Service Management creates business value Core Guidance References - SS 3.1, ST 2.4.3, SO 2.4.3, SD2.4.3 • How the processes within Planning, Protection and Optimization practices support the Service Lifecycle, including their roles and responsibilities Core Guidance References – SS 2.5, SD 2.3, 2.4 	<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 – 1.5</p>	

<p>ITIL SC: PPO02 Capacity Management</p>	<p>This learning unit addresses how the process of Capacity Management contributes to PPO practices. The Lifecycle phase emphasized in this unit is Service Design. A complete overview of the objectives, scope and importance of Capacity Management as a process to generate business value are explored. Capacity Management policies, principles, concepts, activities, methods and techniques are explained in relationship to PPO practices. Efficient use of Capacity Management metrics are reviewed in this unit.</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 purpose, goal and objectives of Capacity Management Core Guidance References - SD 4.3.1 • The scope of Capacity Management Core Guidance References - SD 4.3.2 • The importance of Capacity Management as a process to generate business value Core Guidance References - SD 4.3.3 • Capacity Management policies, principles and basic concepts Core Guidance References - SD 4.3.4 • The main activities, methods and techniques that enable Capacity Management and how they relate to Planning, Protection and Optimization Core Guidance References - SD 4.3.5 • The triggers, inputs and outputs of Capacity Management and its interfaces with other processes Core Guidance References - SD 4.3.6 • How the key metrics can be used to demonstrate the efficiency and effectiveness of successful Capacity Management Core Guidance References - SD 4.3.7 	<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 Capacity Management.</p>
	<p>Contact hours recommended – 4.0</p>	

<p>ITIL SC: PPO03 Availability Management</p>	<p>This learning unit covers how the process of Availability Management contributes to PPO practices. A complete overview of the objectives, scope and importance of Availability Management as a process to generate business value are explored. Availability Management policies, principles, concepts, activities, methods and techniques are explained in relationship to PPO practices. Efficient use of Availability Management metrics are reviewed in this unit.</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 purpose, goal and objectives of the process Core Guidance References - SD 4.4.1 • The scope of the process Core Guidance References - SD 4.4.2 • The importance of Availability Management as a process to generate business value Core Guidance References - SD 4.4.3 • Availability Management policies, principles and basic concepts Core Guidance References - SD 4.4.4 • The main activities, methods and techniques that enable Availability Management and how they relate to Planning, Protection and Optimization Core Guidance References - SD 4.4.5 • The triggers, inputs and outputs of Availability Management, and its interface with other processes Core Guidance References - SD 4.4.6 • How the key metrics can be used to demonstrate the efficiency and effectiveness of successful Availability Management Core Guidance References - SD 4.4.7 	<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 Availability Management.</p>
	<p>Contact hours recommended – 5.0</p>	

<p>ITIL SC: PPO04 IT Service Continuity Management</p>	<p>This unit covers the IT Service Continuity Management (ITSCM) process and how it contributes to PPO. A complete overview of the objectives, scope and importance of IT Service Continuity Management as a process to generate business value are explored. IT Service Continuity Management policies, principles, concepts, activities, methods and techniques are explained in relationship to PPO practices through each of the four stages of the ITSCM Lifecycle. Efficient use of IT Service Continuity Management metrics are reviewed in this unit.</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 purpose, goal and objectives of the process Core Guidance References - SD 4.5.1 • The scope of the process Core Guidance References - SD 4.5.2 • The importance of ITSCM as a process to generate business value Core Guidance References - SD 4.5.3 • ITSCM policies, principles and basic concepts Core Guidance References - SD 4.5.4 • The main activities, methods and techniques that enable ITSCM and how they relate to Planning, Protection and Optimization, particularly Stages 1 - 4 of the ITSCM lifecycle: <ul style="list-style-type: none"> Initiation Core Guidance References - SD 4.5.5.1 Requirements and Strategy Core Guidance References - SD 4.5.5.2 Implementation Core Guidance References - SD 4.5.5.3 Ongoing Operation Core Guidance References - SD 4.5.5.4 • The triggers, inputs and outputs of ITSCM, and its interface with other processes Core Guidance References - SD 4.5.6 • How the key metrics can be used and applied to demonstrate the efficiency and effectiveness of successful IT Service Continuity Management Core Guidance References - SD 4.5.7 	<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 ITSCM.</p>
	<p>Contact hours recommended – 5.0</p>	

<p>ITIL SC: PPO05 Information Security Management</p>	<p>This learning unit covers how Information Security Management (ISM) process contributes to Planning, Protection and Optimization practices. A complete overview of the objectives, scope and importance of Information Security Management as a process to generate business value are explored. Information Security Management policies, principles, concepts, activities, methods and techniques are explained in relationship to PPO practices. Efficient use of Information Security Management metrics are reviewed in this unit.</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 purpose, goal and objectives of the process Core Guidance References - SD 4.6.1 • The scope of the process Core Guidance References - SD 4.6.2 • The importance of Information Security Management as a process to generate business value Core Guidance References - SD 4.6.3 • Information Security Management policies, principles and basic concepts Core Guidance References - SD 4.6.4 • The main activities, methods and techniques that enable this process and how they relate to Planning, Protection and Optimization Core Guidance References - SD 4.6.5 • The triggers, inputs and outputs of Information Security Management and its interface with other processes Core Guidance References - SD 4.6.6 • How the key metrics can be used and applied to demonstrate the efficiency and effectiveness of successful Information Security Management Core Guidance References - SD 4.6.7 	<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 ISM.</p>
	<p>Contact hours recommended – 4.0</p>	

<p>ITIL SC: PPO06 Demand Management</p>	<p>This learning unit addresses how the Demand Management process contributes to PPO practices. The Lifecycle phase emphasized in this unit is Service Strategy. Provides a complete overview of the objectives, scope and importance of Demand Management as a process as well as what activity-based Demand Management and business activity patterns are. Demand Management policies, principles, concepts, activities, methods and techniques are explained in relationship to PPO practices. Managing demand for service is explored as well as how it interfaces to 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 basic concepts of Demand Management Core Guidance References - SS 5.5.1 • The activity based Demand Management and business activity patterns Core Guidance References - SS 5.5.2, 5.5.3, SS Fig 5.23 • The interfaces to Service Design Core Guidance References - SS 5.5.2 • Managing demand for Service Core Guidance References - SS 5.5.3, SS Table 5.8, SS Table 5.9 • Analyze and discuss the main activities, methods and techniques that enable this process and how they relate to Planning, Protection and Optimization Core Guidance References - SS 5.1.2.2, 5.5.2, 5.5.3, 5.5.4, 7.4.3 	<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 Demand Management.</p>
	<p>Contact hours recommended – 2.0</p>	

<p>ITIL SC: PPO07 Challenges, Critical Success Factors and Risks</p>	<p>This learning unit looks at Challenges, Critical Success Factors (CSFs) and Risks and how they contribute to PPO. The Lifecycle phase emphasized in this unit is Service Design. The Challenges, Critical Success Factors and Risks are identified, reviewed and discussed for each of the focus areas within PPO practices</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyze:</p> <ul style="list-style-type: none"> • The challenges, Critical Success Factors and risks related to Capacity and Demand Management Core Guidance References - SD 4.3.9, SS 9.5 • The challenges, Critical Success Factors and risks related to Availability Management Core Guidance References - SD 4.4.9 • The challenges, Critical Success Factors and risks related to ITSCM Core Guidance References - SD 4.5.9 • The challenges, Critical Success Factors and risks related to Information Security Management Core Guidance References - SD 4.6.9 • The challenges, Critical Success Factors and risks directly associated with Service Design phase of the Service Lifecycle and how it relates specifically to PPO Core Guidance References - SD 9.1, 9.2 	<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 PPO Challenges CSFs and risks.</p>
Contact hours recommended – 2.0		
<p>ITIL SC: PPO08 Planning, Protection and Optimization Roles and Responsibilities</p>	<p>This unit deals with how Service Roles and Responsibilities contribute to Planning, Protection and Optimization practices. In all the PPO focus areas, the key roles and responsibilities accountable for executing each process step are defined and discussed.</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 key roles / functions responsible for executing each process step as related to: <ul style="list-style-type: none"> • Capacity Management process Core Guidance References - SD 6.4.9 • Availability Management process Core Guidance References - SD 6.4.7 • IT Service Continuity Management process Core Guidance References - SD 6.4.8 • Information Security Management process Core Guidance References - SD 6.4.10 	<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 PPO Roles.</p>
Contact hours recommended – 2.0		

<p>ITIL SC: PPO09 Technology and Implementation Considerations</p>	<p>This unit deals with Technology and Implementation Considerations and how they contribute to Planning, Protection and Optimization practices. The Lifecycle phases emphasized in this unit are Service Design, Service Operation and Service Transition. Service Design is specifically used to identify good practices and evaluation criteria for technology and tooling related to process implementation. This unit shows how Service Design can also be used to understand the consideration for implementing technologies in supporting processes within PPO practices, in particular, designing technology architectures. Service Operations provides the specifics on planning and implementing Service Management technology support as well as a guide to generic requirements for technology to support process capability within Service Design, Service Operation and 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 generic requirements for technology to assist Service Design Core Guidance References - SO 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.1.8, 7.1.9 • The evaluation criteria for technology and tooling for process implementation Core Guidance References - SD 7.2 • The good practices for practice and process implementation Core Guidance References - SD 8.2, 8.3, 8.4 • The challenges, Critical Success Factors and risks related to implementing practices and processes Core Guidance References - ST 9.1, 9.2, 9.3, SO 9.1, 9.2, 9.3, SD 9.1, 9.2 • How to plan and implement Service Management technologies Core Guidance References – SO 8.5 • The consideration for implementing technologies in supporting the processes within Planning, Protection and Optimization practice, in particular, designing technology architectures Core Guidance References - SD 3.6.3 	<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 technology and implementation.</p>
	Contact hours recommended – 3.0	
<p>ITIL SC: PPO10</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>	
	Contact hours recommended – 2.0	

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.

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 Planning, Protection and Optimization 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 PPO course.

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

Acceptance	Gradual Recovery
Agreed Service Time	High Availability
Agreement	Hot Standby
Alert*	Immediate Recovery
Architecture	Incident*
Availability*	Invocation
Availability Management	IT Service Continuity Management (ITSCM)
Availability Management Information System (AMIS)	IT Service Continuity Plan
Availability Plan	Maintainability
Business Capacity Management (BCM)	Management of Risk (MoR)
Business Case*	Mean Time Between Failures (MTBF)
Business Continuity Management (BCM)	Mean Time Between Service Incidents (MTBSI)
Business Continuity Plan (BCP)	Mean Time To Repair (MTTR)
Capacity	Mean Time to Restore Service (MTRS)
Capacity Management	Operational Level Agreement (OLA)*
Capacity Management Information System (CMIS)	Patterns of Business Activity
Capacity Plan	Percentage utilization
Capacity Planning	Planned Downtime
Cold Standby	Portable Facility
Commercial off the Shelf (COTS)	Reciprocal Arrangement
Component Capacity Management (CCM)	Recovery
Component Failure Impact Analysis (CFIA)	Recovery Option
Confidentiality	Redundancy
Configuration Item (CI)*	Reliability
Continuous Availability	Requirement
Continuous Operation	Resilience
Contract*	Return to Normal
Countermeasure	Risk Management
Crisis Management	Risk*
Critical Success Factor (CSF)	Service Capacity Management (SCM)
Design	Service Catalogue*
Development	Service Design
Development Environment	Service Design Package*
Downtime	Service Failure Analysis (SFA)
Event*	Service Knowledge Management System (SKMS)*
Expanded Incident Lifecycle	Service Level Agreement (SLA)*
Fast Recovery	Service Level Management (SLM)
Fault Tolerance	Service Level Requirement (SLR)
Fault Tree Analysis (FTA)	Service Level Target
Fit for Purpose	Service Portfolio*
Fixed Facility	Service Provider*

Terminology list continued overleaf

Serviceability
Single Point of Failure (SPOF)
Supplier*
Supplier and Contract Database (SCD)
Throughput
Tuning

Underpinning Contract (UC)
Utility and Warranty*
Vital Business Function (VBF)
Vulnerability
Warm Standby
Workaround*

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