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**PROFESSIONAL
QUALIFICATION SCHEME**

INTERMEDIATE QUALIFICATION

SERVICE CAPABILITY

RELEASE, CONTROL AND VALIDATION CERTIFICATE



QUALIFICATION SYLLABUS



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THE ITIL INTERMEDIATE QUALIFICATION: RELEASE, CONTROL AND VALIDATION CERTIFICATE

The ITIL Intermediate Qualification: Release, Control and Validation (RCV) 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 Release, Control and Validation 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:

- Change Management
- Release and Deployment Management
- Service Validation and Testing
- Service Asset and Configuration Management
- Knowledge Management
- Request Fulfilment
- Evaluation

Target Candidate

The main target group of the ITIL Intermediate Qualification: Release, Control and Validation 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 V2 Foundation plus the V3 Foundation Bridge certificate and who wish to advance to higher level ITIL certifications.
- Individuals who require a deep understanding of Release, Control and Validation 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 organization 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 Change Management, Release and Deployment Management, Service Validation and Testing, Service Asset and Configuration Management, Request Fulfilment, Evaluation and Knowledge 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:

- Demonstrate familiarity with IT terminology and understand the context of Release, Control and Validation management in their own business environment
- Have some experience of working in a service management capacity within a service provider environment, with responsibility relating to at least one of the following service management processes:
 - Change Management
 - Release and Deployment Management
 - Service Asset and Configuration Management
 - Evaluation
 - Knowledge Management
 - Service Validation and Testing

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 Transition and Service Operation publications.

Eligibility for Examination

To be eligible for the ITIL Intermediate: Release, Control and Validation qualification, candidates shall fulfil 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, in particular Service Strategy, Service Design and Service Transition publications in preparation for the examination.

Syllabus at a glance:

Learning Unit RCV01: Introduction to Release, Control and Validation (RCV)

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

- The concept of Service Management as a practice and how it delivers value to customers and the business
- The underpinning processes and functions that support the Service Lifecycle
- What makes up the Service Capability RCV cluster (i.e. which stages of the Service Lifecycle contribute to this capability and how they interact) and its specific focus on Service Transition.

Learning Unit RCV02: Change 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 Change Management inclusive of its design strategy, components, activities, roles and operation including its organizational structure and the interfaces with other processes
- A measurement model and the metrics that would be used to support Change Management within RCV practices
- The benefits and business value that can be gained from Change Management

Learning Unit RCV03: Service Asset and Configuration 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 Asset and Configuration Management inclusive of its design strategy, components, activities, roles and operation including its organizational structure and the interfaces with other processes
- A measurement model and the metrics that would be used to support Service Asset and Configuration Management within RCV practices
- The benefits and business value that can be gained from Service Asset and Configuration Management

Learning Unit RCV04: Service Validation and Testing (SVT)

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

- The end-to-end process flow for SVT process inclusive of its design strategy, components, activities, roles and operation including its organizational structure as well and the interfaces with other processes
- SVT testing perspectives (e.g. Test requirement, conditions, environments, data, etc.) and how these test components are used to ensure service quality
- The benefits and business value that can be gained from SVT as related to RCV

Learning Unit RCV05: Release and Deployment 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 Release and Deployment Management inclusive of its design strategy, components, activities, roles and operation including its organizational structure and the interfaces with other processes
- The Release and Deployment model and related activities (e.g. design, planning, build, pilots, test, transfer, deployment, retirement, etc.) and how these activities ensure service quality
- The benefits and business value that can be gained from Release and Deployment Management

Learning Unit RCV06: Request Fulfilment

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

- The end-to-end process flow for Request Fulfilment inclusive of its design strategy, components, activities, roles and operation including its organizational structure and the interfaces with other processes (e.g. Incident and Release)

- The Request Fulfillment model and related activities (e.g. effectiveness of designs, changes, performance, etc.) and provide examples of how these activities help to ensure Quality Service within RCV
- The benefits and business value that can be gained from Request Fulfillment Management

Learning Unit RCV07: Evaluation

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

- The end-to-end process flow for Evaluation inclusive of its design strategy, components, activities, roles and operation including its organizational structure and the interfaces with other processes
- The Evaluation model and related activities (e.g. effectiveness of designs, changes, performance, etc.) and how these activities help to ensure service quality

Learning Unit RCV08: Knowledge 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 Knowledge Management inclusive of its design strategy, components, activities, roles and operation including its organizational structure and the interfaces with other processes (e.g. CSI processes)
- The Knowledge Management model and related activities (e.g. DIKW, stakeholder management, metrics, etc.) and how these activities help to ensure service quality
- The benefits and business value that can be gained from Knowledge Management

Learning Unit RCV09: Release, Control and Validation 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 Change Management, Service Asset and Configuration Management, Service Validation and Testing, Release and Deployment Management, Request Fulfillment, Evaluation, and Knowledge Management. Where and how these are used, as well as, how they fit within the Service Transition organization

Learning Unit RCV10: Technology and Implementation Considerations

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

- The technology requirements for Service Management tools, where how these would be used within RCV for process implementation (e.g. Knowledge Management and Service Asset and Configuration Management)
- The need and benefits of tools that support Service Transition as related to RCV
- Implementing processes including planning and managing Change, Service Operation, project management, risk management, and staff considerations.
- What best practices such as the "Deming Cycle" should be used in order to alleviate challenges and risks when implementing Service Management technologies as well as 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:

- The importance of Service Management as a Practice concept and Service Transition Principles, Purpose and Objective
- The importance of ITIL Release, Control and Validation while providing service
- How all processes in ITIL Release, Control and Validation interact with other Service Lifecycle Processes
- What are the processes, activities, methods and functions used in each of the ITIL Release, Control and Validation processes
- How to use the ITIL Release, Control and Validation processes, activities and functions to achieve operational excellence
- How to measure ITIL Release, Control and Validation
- The importance of IT Security and its contributions to ITIL Release, Control and Validation
- The technology and implementation considerations surrounding ITIL Release, Control and Validation
- Change Management as a capability to realize successful service transition
- Service Validation and Testing as a capability to assure the integrity and the quality of service transition
- Service Asset and Configuration Management as a capability to monitor the state of service transition
- Knowledge Management as part of enhancing the on-going management decision support and service delivery capability
- Request Fulfilment and Evaluation to assure meeting committed service level performance
- Release Control and Validation process roles and responsibilities
- Technology and Implementation Considerations
- Challenges, Critical Success Factors and Risks associated to ITIL Release, Control and Validation

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.

Release, Control and Validation Syllabus

The ITIL Intermediate Qualification: Release, Control and Validation is awarded to those who complete the following ten 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: RCV01 Introduction	<p>The initial learning unit provides an introduction to the core concepts and terminology of the Service Lifecycle, and the role that RCV plays within the Lifecycle. A complete overview of Service Management is presented 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 Release, Control and Validation practices and how these processes support the Service Lifecycle, inclusive of their roles and responsibilities are explored in the lifecycle phase that is key to RCV: Service Transition (ST)</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand and describe:</p> <ul style="list-style-type: none"> • The concept of Service Management as a practice Core Guidance References - ST 2.1 • The concept of Service, its value proposition and composition Core Guidance References - ST 2.2 • The functions and processes across the Lifecycle Core Guidance References - ST 2.3 • How service management processes are defined, and how they can be applied across the Service Lifecycle with different perspectives Core Guidance References - SS 2.6.2, 2.6.3 • How Service Management creates business value Core Guidance References - SS 3.1, ST 2.4.3, SO 2.4.3, CSI 3.7.2 <ul style="list-style-type: none"> • Scope of the Service Transition Lifecycle in relation to the RCV processes, its value to the business and how the RCV processes interact with processes within other Lifecycle stages Core Guidance References - ST 2.4.2, 2.4.5, 2.4.6 • Various aspects to be considered for developing an effective service transition strategy Core Guidance References - ST 4.1.5.1 • The key initiatives that are important for an effective preparation for service transition ST 4.1.5.2 • The approach and best practices in planning and coordinating service transition activities Core Guidance References - ST 4.1.5.3 	Up to Bloom level 2 Knowing and Comprehending The ability to recall, recite, name and understand the meaning of ITIL terminology and basic practice fundamentals.
	Contact hours recommended – 2.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SC: RCV02 Change Management</p>	<p>This learning unit addresses how the process of Change Management contributes to RCV practices. The Lifecycle stage emphasized in this unit is Service Transition. A complete overview of the objectives, scope and importance of Change Management as a process to generate business value are explored and demonstrated with examples. Change Management policies, principles, concepts, activities, methods and techniques are explained in relationship to RCV practices, especially related to types of change requests and how they flow through the process. Efficient use of Change Management metrics are reviewed in this unit as well as how Service Operation and Continual Service Improvement interacts with Change Management.</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 change management process and describe its practical application within a business environment Core Guidance References - ST 4.2.1 • The scope of the Change Management process Core Guidance References - ST 4.2.2 • The business value of change management and demonstrate some practical examples in real-life situation Core Guidance References - ST 4.2.3 • Change Management policies, and its design and planning considerations Core Guidance References - ST 4.2.4.1, 4.2.4.2 • Types of change request and describe them using examples by Service Lifecycle stage Core Guidance References - ST 4.2.4.3, 4.2.4.4 • Typical activities of managing Changes and describe workflow of processing different types of change requests Core Guidance References - ST 4.2.6 up to beginning of 4.2.6.1 including Figure 4.2, 4.3 and 4.4 • The methods and techniques associated with each major change management activity Core Guidance References – balance of ST 4.2.6 • The Change Management process triggers, inputs, outputs and interfaces with other processes Core Guidance References - ST 4.2.7 • How Change Management can be effectively measured, and list example of types of metrics and their applications Core Guidance References - ST 4.2.8 • Typical Change Management activities that may be performed on a day-to-day basis during the Service Operation Lifecycle stage Core Guidance References - SO 4.6.1, 8.1 	<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 Change Management.</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<ul style="list-style-type: none"> The relationship between Continual Service Improvement and organizational change Core Guidance References - CSI 3.1 	
	Contact hours recommended – 4.0	
ITIL SC: RCV03 Service Asset and Configuration Management	<p>This learning unit develops how the process of Service Asset and Configuration Management (SACM) contributes to RCV practices. The Lifecycle phase emphasized in this unit is Service Transition. A complete overview of the objectives, scope and importance of SACM as a process to generate business value are explored. SACM policies, principles, concepts, activities, methods and techniques are explained in relationship to RCV practices. The importance and use of Configuration Items (CIs) is explained along with tools, activity models, CMS back-ups and historical data. Efficient use of SACM metrics are reviewed in this unit as well as how Service Operation interacts with SACM.</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 and goal of the SACM process Core Guidance References - ST 4.3.1 The scope of SACM Core Guidance References - ST 4.3.2 The business value of the SACM process and how it supports the execution of other processes Core Guidance References - ST 4.3.3, 4.3.6 SACM policies and basic concepts and various types of (CIs) Core Guidance References - ST 4.3.4.1, 4.3.4.2 The use of a Configuration Management System (CMS), and its major components, in supporting the effective execution of SACM process Core Guidance References - ST 4.3.4.3 The key SACM process activities, tools, models and deliverables for executing each of these activities Core Guidance References - ST 4.3.5 The considerations for retaining CMS back-up and historical data for business purposes Core Guidance References - ST 4.3.7 How the SACM process can be effectively measured, and examples of metrics and their application Core Guidance References - ST 4.3.8 Typical SACM activities performed on a daily basis by Service Operation Core Guidance References - SO 4.6.2 	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 SACM.
	Contact hours recommended – 3.5	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: RCV04 Service Validation and Testing	<p>This learning unit introduces the Service Validation and Testing (SVT) process and how it contributes to RCV. A complete overview of the objectives, scope and importance of SVT as a process, the various test models, test and validation conditions are explored. SVT policies, principles, concepts, activities, methods and techniques are explained in relationship to RCV practices and building/achieving Quality of Service. Efficient use of SVT metrics are reviewed in this unit in terms of business value contribution and internal efficiency.</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 SVT process Core Guidance References - ST 4.5.1 • The scope of the SVT process Core Guidance References - ST 4.5.2 • How policies can drive and support the execution of the SVT process, and describe practical examples of such policies Core Guidance References - ST 4.5.4.3 • Various test models, their objectives and test conditions and examples of validation conditions Core Guidance References - ST 4.5.4.5, ST Table 4-10 • Various validation and testing perspectives, their purposes and the stakeholder groups' requirements to be addressed Core Guidance References - ST 4.5.4.6 • The use of test levels and test models to help with building quality service deliverables during the early stage of the service development lifecycle Core Guidance References - ST 4.5.4.7, ST Fig 4-30 • The key activities of the SVT process, the underlying method and techniques in performing each step Core Guidance References - ST 4.5.5, ST Fig 4-32 • The SVT process triggers, inputs, outputs and interfaces with other processes Core Guidance References - ST 4.5.6 • The practices of maintaining test data and test environments in respect of changing test requirements Core Guidance References - ST 4.5.7 • How the SVT processes can be measured in terms of business value contribution and internal efficiency, and examples of metrics Core Guidance References - ST 4.5.8 	<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 SVT.</p>
	<p>Contact hours recommended – 4.0</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SC: RCV05 Release and Deployment Management</p>	<p>This learning unit covers how the Release and Deployment Management (RDM) process contributes to RCV practices. A complete overview of the objectives, scope and importance of Release and Deployment Management as a process to generate business value are explored. Release and Deployment Management policies, principles, concepts, activities, methods and techniques are explained in relationship to RCV practices. The concept of the Release Unit is explained along with RDM planning, release build and test, pilots, deployment, logistics, delivery, retirement, risks and financials. Efficient use of RDM 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, distinguish, decide or analyze:</p> <ul style="list-style-type: none"> • The purpose, goal, objectives and scope of the RDM process Core Guidance References - ST 4.4.1, 4.4.2 • The business value of the RDM process Core Guidance References - ST 4.4.3 • The concept of a Release Unit, Release design options and considerations Core Guidance References - ST 4.4.4.1, 4.4.4.2 • The overall approach for RDM planning. Planning considerations such as pass/fail criteria. Release build and test, pilots, deployment, logistics, delivery and financial considerations Core Guidance References - ST 4.4.5.1 • The approach for developing a detailed plan for deployment Core Guidance References - ST 4.4.5.5, ST Fig 4-23 • The key steps for performing the actual transfer, deployment and retirement, verifying deployment and providing Early Life Support Core Guidance References - ST 4.4.5.6, 4.4.5.7, 4.4.5.8, 4.4.5.9 • The RDM process triggers, inputs, outputs and interfaces with other processes Core Guidance References - ST 4.4.6 • How information pertaining to service deployment should be recorded and maintained Core Guidance References - ST 4.4.7 • The challenges, risks and critical success factors pertaining to RDM Core Guidance References - ST 4.4.9 	<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 RDM.</p>
	<p>Contact hours recommended – 4.0</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: RCV06 Request Fulfilment	<p>This learning unit covers how the Request Fulfilment process contributes to RCV practices. The Lifecycle phase emphasized in this unit is Service Operation. A complete overview of the objectives, scope and importance of Request Fulfilment as a process, as well as, how Request Fulfilment may help to establish a self-help service practice within an organization. Request Fulfilment policies, principles, concepts, activities, methods and techniques are explained in relationship to RCV practices. The relationship between Request Fulfilment and Release and Deployment Management is explored as well as how it differs from Incident Management.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, distinguish, decide or analyze:</p> <ul style="list-style-type: none"> • The purpose and scope of the Request Fulfilment process Core Guidance References - SO 4.3.1, 4.3.2 • How Request Fulfilment may help to establish a self-help service practice within an organization. Demonstrate examples of service requests that can be offered as standard services on the menu Core Guidance References - SO 4.3.5 • The difference between Request Fulfilment and Incident Management and therefore how they may be handled differently Core Guidance References - SO 4.3.2 • The relationship between Request Fulfilment and Release and Deployment Management, and how they interact with Service Asset and Configuration Management to handle pre-defined releases Core Guidance References - SO 4.3.6 • Challenges, risk and critical success factors pertaining to Request Fulfilment Core Guidance References - SO 4.3.9 	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 Request Fulfilment.
	Contact hours recommended – 2.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: RCV07 Evaluation	<p>This learning unit covers the Evaluation process of Service Transition and how it contributes to RCV. A complete overview of the objectives, scope and importance of Evaluation as a process is covered. Evaluation policies, principles, concepts, activities, methods, and techniques are explained in relation to RCV practices. The evaluation of predicted service performance, its relation to Risk management discussed.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, distinguish, decide or analyze:</p> <ul style="list-style-type: none"> • The purpose, goal, objectives and scope of the Evaluation process Core Guidance References - ST 4.6.1, 4.6.2 • Evaluation process terminology and typical evaluation workflow Core Guidance References - ST 4.6.5.1, 4.6.5.2, ST Fig 4-34 • The intended and unintended effect of a Change, and factors for evaluating the effectiveness of a service design and Changes Core Guidance References - ST 4.6.5.4, 4.6.5.5, 4.6.5.6, ST Table 4-14 • The evaluation of predicted service performance and actual performance and of risk management. How this can impact the course of actions for the overall service design / change evaluation Core Guidance References - ST 4.6.5.7, 4.6.5.8, 4.6.5.9 • Challenges pertaining to Evaluation Core Guidance References - ST 4.6.9.1 	<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 Evaluation process.</p>
	<p>Contact hours recommended – 2.0</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SC: RCV08 Knowledge Management</p>	<p>This learning unit deals with how the Knowledge Management process contributes to RCV practices. It covers a complete overview of the objectives, scope and importance of Knowledge Management as a process and the benefits of deploying a Service Knowledge Management System. The basic layers of the KM concept using the Data-Information-Knowledge-Wisdom (DIKW) structure are covered as well as what constitutes an effective KM strategy with practical techniques for enabling knowledge transfer. Knowledge Management policies, principles, concepts, activities, methods and techniques are covered in relationship to RCV practices and the importance of the stakeholder groups. Efficient use of Knowledge 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, distinguish, decide or analyze:</p> <ul style="list-style-type: none"> • The purpose, goal, objectives and scope of the KM process Core Guidance References - ST 4.7.1, 4.7.2 • The business value of the KM process, especially in the context of service transition, and demonstrate the benefits of deploying a Service Knowledge Management System using real-life examples Core Guidance References - ST 4.7.3, 4.7.5.4, ST Fig 4-39 • The basic layers of the KM concept using the DIKW structure. Relationships between the layers using examples Core Guidance References - ST 4.7.4.1, 4.7.4.2, ST Fig 4-37 • What constitutes an effective KM strategy, and practical techniques for enabling knowledge transfer Core Guidance References - ST 4.7.5.1, 4.7.5.2 • Effective data and information management for successful Knowledge Management Core Guidance References - ST 4.7.5.3 • The stakeholder groups within the IT service management organization whose support is needed for effective knowledge management. Why their commitment and support are critical Core Guidance References - ST 4.7.6 • Various perspectives in measuring the value contribution of KM, and practical metrics for each of these perspectives Core Guidance References - ST 4.7.7.1, 4.7.7.2, 4.7.7.3 • The relationship between Continual Service Improvement and Knowledge Management Core Guidance References - CSI 3.8 	<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 KM process.</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	Contact hours recommended – 3.5	
ITIL SC: RCV09 RCV roles and responsibilities	<p>This learning unit deals with how Service Transition roles and responsibilities contribute to RCV practices. Change Management, Release and Deployment Management, Service Validation and Testing, Service Asset and Configuration Management, Knowledge Management, Request Fulfilment and Evaluation roles / functions that are responsible 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, distinguish, 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"> • Change Management Core Guidance References - ST 6.3.2.3 • Service Asset and Configuration Management Core Guidance References - ST 6.3.2.3 • Service Validation and Testing Core Guidance References - ST 6.3.2.6, 6.3.2.11 • Release and Deployment Management Core Guidance References - ST 6.3.2.7, 6.3.2.8, 6.3.2.9, 6.3.2.10 • Request Fulfilment Core Guidance References - SO 6.6.7 • Service Performance and Risk Evaluation activities Core Guidance References - ST 6.3.2.4 • Service Knowledge Management Core Guidance References - ST 6.3.2.5 	<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 roles and responsibilities.</p>
	Contact hours recommended – 2.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SC: RCV10 Technology and Implementation considerations</p>	<p>This learning unit deals with Technology and Implementation Considerations and how they contribute to RCV practices. Emphasized in this unit are the Service Transition, Service Operation, Service Design and Continual Service Improvement stages. Service Design is specifically used to identify good practices and evaluation criteria for technology and tools. Related to process implementation; Service Operations provides the specifics on Managing Changes in operations, Service Operation and project management, assessing and managing risk in service operation, operational staff in service design and transition and Service Management technology support. Service Transition provides the specifics on the technology considerations for implementing and collaboration for Service Asset and Configuration Management and Knowledge Management. Continual Service Improvement provides the specifics on use of the “Deming Cycle” and applying its concept to perform self-monitoring and self improving for all processes on a continual basis.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, distinguish, decide or analyze:</p> <ul style="list-style-type: none"> • The list of generic requirements for ITSM technology for implementing processes Core Guidance References - SO 7.1 • The evaluation criteria for technology and tools for process implementation Core Guidance References - SD 7.2 • The RCV practices for process implementation which include: <ul style="list-style-type: none"> • Managing change in operations Core Guidance References - SO 8.1 • Service operation and project management Core Guidance References - SO 8.2 • Assessing and managing risk in service operation Core Guidance References - SO 8.3 • Operational staff in Service Design and Transition Core Guidance References - SO 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 • How to plan and implement Service Management technologies Core Guidance References - SO 8.5 	<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 RCV technology considerations.</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<ul style="list-style-type: none"> • The technology considerations for implementing the following processes and activities: <ul style="list-style-type: none"> • Collaboration for process execution Core Guidance References - ST 7.2 • Configuration Management Core Guidance References - ST 7.3 • Knowledge Management Core Guidance References - ST 7.1 • The Deming Cycle concept to perform self-monitoring and self-improving for all processes on a continual basis Core Guidance References - CSI 3.6, CSI 3.7, CSI 5.5 	
	Contact hours recommended – 3.5	
ITIL SC: RCV11	Summary, Exam Preparation and Directed Studies This unit summarizes the material covered in the previous units and prepares candidates for the examination. It is likely that most course providers will wish to offer, and review, at least one 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 “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 Release, Control and Validation 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 RCV course.

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

Assembly test	Package
Asset management	Pilot
Attribute	Pull
Audit	Push
Availability*	Recoverability
Back-out	Regression test
Baseline	Relationship
Benchmark	Release
Big bang	Release and deployment management (RAD)
Build	Release policy*
Business Case*	Release Unit*
Business value	Release window
Capability	Remediation
Change advisory board (CAB)	Request for change (RFC)
Change authorization	Resources, Capabilities and Assets*
Change initiator	Risk*
Change management	Secure library
Change model	Secure store
Change schedule	Service asset and configuration management (SACM)
Change types (Normal, Standard and Emergency)*	Service Assets*
Component test	Service Catalogue*
Concept of Seven R's of Change Management*	Service Change*
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 Level Agreement (SLA)*
Contract test	Service operational readiness test (SORT)
Contract*	Service Portfolio*
Course corrections	Service Provider *
Cultural change	Service provider interface test (SPI)
Definitive Media Library (DML)*	Service rehearsal
Deployment	Service release test
Early life support (ELS)	Service test
Emergency change	Stakeholder
Emergency change advisory board (ECAB)	Stakeholder management
Emotional cycle of change	Stakeholder map
Evaluation	Standard Change
Event*	Status Accounting
Exit criteria	Stress testing
Impact	Supplier*
Impact, Urgency and Priority*	Test Model
Incident*	Testing
Information	Urgency
Integration test	Utility
Knowledge	Validation
Knowledge management (KM)	Verification
Knowledge transfer	Warranty
Known Error*	Workaround*
Load testing	
Organizational change	

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