Document Control Information

Document Details	
Document Name	The ITIL Intermediate Qualification Service Design Certificate Syllabus v5.4.docx
Purpose of Document	To provide a detailed syllabus for the ITIL Intermediate Qualification: Service Design Certificate
Document Version Number	5.4
Document Status	Live
Document Owner	The Official ITIL Accreditor
Prepared By	Examination Panel
Date Approved	January 2013
Approved By	Chief Examiner
Next Scheduled Review Date	

Version History		
Version Number	**Date Approved**	**Change / Reason for Change / Comments**
5.0	01 June 2011	Aligned to the 2011 edition of the ITIL core guidance
5.1	22 June 2011	Updated to reflect additional changes to core guidance
5.2	18 July 2011	SD Figure 4.2 added under learning unit SD03
5.3	July 2012	Logo and trade mark statement updates
5.4	January 2013	Update to provisions for additional time relating to language

PROFESSIONAL QUALIFICATION SCHEME

INTERMEDIATE QUALIFICATION

SERVICE LIFECYCLE

SERVICE DESIGN CERTIFICATE

SYLLABUS

Contents

THE ITIL INTERMEDIATE SERVICE LIFECYCLE: SERVICE DESIGN CERTIFICATE

The ITIL Intermediate Qualification: Service Design Certificate is a free-standing qualification, but is also part of the ITIL Intermediate Lifecycle stream, and one of the modules that leads to the ITIL Expert Certificate in IT Service Management. The purpose of this training module and the associated exam and certificate is, respectively, to impart, test, and validate the knowledge on industry practices in service management as documented in the *ITIL Service Design* publication.

Target Candidate

The course syllabus covers the management-level concepts and core information of the activities and techniques within service design, but not specific details about each of the supporting processes.

The main target group for the ITIL Intermediate Qualification: Service Design 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 design activities within the service lifecycle
- Individuals who require a detailed understanding of the ITIL service design stage of the ITIL service lifecycle and how it may be implemented to enhance the quality of IT service provision within an organization
- IT professionals working within, or about to enter, a service design environment and requiring an understanding of the concepts, processes, functions and activities involved
- Individuals who have attained the ITIL Foundation Certificate in IT Service Management and wish to advance to higher level ITIL certifications
- Individuals seeking the ITIL Expert Certificate in IT Service Management for which this qualification can be one of the prerequisite modules
- Individuals seeking progress toward the ITIL Master Certificate 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 which must be presented as documentary evidence to gain admission

Candidates who hold the following ITIL qualifications are also eligible, and similar evidence will be required:

- Earlier ITIL (V2) Foundation plus Foundation Bridge
- ITIL Expert Certificate in IT Service Management (achieved via Service Manager or Practitioner bridging routes).

Eligibility for Examination

To be eligible for the ITIL Intermediate: Service design qualification, candidates shall fulfil the following requirements:

- At least 21 contact hours (hours of instruction, excluding breaks, with an Accredited Training Organization (ATO) or an accredited e-learning solution) for this syllabus, as part of a formal, approved training course/scheme
- A basic IT literacy and around 2 years IT experience are highly desirable
- Hold the ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications– see *Prerequisite Entry Criteria* on p5)
- It is also recommended that students should complete at least 21 hours of personal study by reviewing the syllabus and the *ITIL Service Design* publication in preparation for the examination, specifically *Chapter 2: Service management as a practice.*

Syllabus at a Glance

Learning Unit SD01: Introduction to service design
Bloom's Level 2 Objectives – Full understanding of service design terms and concepts.
- The purpose, goals and objectives of service design
- The scope of service design
- The business value of service design activities
- The context of service design in the ITIL service lifecycle
- Service design inputs and outputs and the contents and use of the service design package and service acceptance criteria

Learning Unit SD02: Service design principles
Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.
- Design service solutions related to a customer's needs
- Design and utilize the service portfolio to enhance business value
- The measurement systems and metrics
- Service design models to accommodate different service solutions

Learning Unit SD03: Service design processes
Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.
- The interaction of service design processes
- The flow of service design as it relates to the business and customer
- The five design aspects and how they are incorporated into the service design process

Learning Unit SD04: Service design technology-related activities
Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.
- Requirements engineering in the design process and utilizing the three types of requirements as identified for any system; functional, management/operations and usability
- The design of technical architectures for data and information management, and application management

Learning Unit SD05: Organizing for service design
Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.
- How to design, implement and populate a RACI diagram for any process that is within the scope of IT service management
- The service design roles and responsibilities, where and how they are used and how a service design organization would be structured to use these roles

Learning Unit SD06: Technology considerations
Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service design principles, techniques and relationships and their application of them to the design of effective service solutions.
- Service design related service management tools, where and how they would be used
- The benefits and types of tools that support service design

Learning Unit SD07: Implementation and improvement of service design
Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.
- The six-stage implementation/improvement cycle and how the activities in each stage of the cycle are applied
- How business impact analysis, service level requirements and risk assessment can affect service design solutions

Learning Unit SD08: Challenges, critical success factors and risks

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.

- Be able to provide insight and guidance for design challenges, risks and critical success factors

Qualification Learning Objectives

This qualification provides a complete management-level overview of service design, 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 design
- Service design principles
- Service design processes
- Service design technology-related activities
- Organizing for service design
- Technology considerations
- Implementation and improvement of service design
- Challenges, critical success factors and risks.

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 ANALYSING 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. In order for this level of learning to occur, it must include the first four levels – knowing, comprehending, analysing 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, analysing and synthesizing.

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

The following table illustrates the use of the taxonomy in ITIL professional qualifications.

Bloom's Levels and taxonomy	Used by ITIL certification	Intellectual activity in learning outcome and exam proficiency
1. Knowing 2. Comprehending	ITIL service management Foundation Level	The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals. *Vernacular examples used in Syllabus:* Understand; describe; identify
3. Applying 4. Analysing	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. *Vernacular examples used in Syllabus:* Analyse; demonstrate; apply; distinguish; justify; produce; decide
5. Synthesis 6. Evaluating	ITIL service management Managing Across the Lifecycle – level 5 only ITIL Master	The ability to create patterns or structure from composite elements to achieve a new meaning or outcome. Can make judgements, weigh options of ideas and elements to justify and support an argument or case. *Vernacular examples used in Syllabus:* Evaluate; justify; summarize; plan; modify; manage; control

Intermediate stream qualifications will examine according to the Bloom's 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's level associated with 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 has the competence required to meet the exam level of difficulty.

The intermediate modules are expected to provide a practical level of proficiency to enable a candidate 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 Design Syllabus

The ITIL Intermediate Qualification: Service Design Certificate is awarded to those who complete the following eight units of study described below and successfully pass the relevant multiple choice examination.

Core guidance references with publication reference (SS - *ITIL Service Strategy*, SD – *ITIL Service Design*, ST – *ITIL Service Transition*, SO – *ITIL Service Operation*, CSI – *ITIL 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 re-order the learning units in any way that suits the flow of their courseware content delivery. All ATOs must ensure, however, that 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: **SD01** **Introduction to service design**	This learning unit covers the purpose, goals, objectives and scope of service design and the business value of service design activities. The context of service design in the ITIL service lifecycle and the inputs and outputs of service design are also covered, including the service design package and service acceptance criteria. To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand and describe: • Purpose, goals and objectives of service design Core Guidance References – SD 1.1.1, 3.2 • Scope of service design Core Guidance References – SD 1.1.2, 3.1.3 • Business value Core Guidance References – SD 1.1.4, 3.1.4 • The context of service design in the ITIL service lifecycle Core Guidance References – SD 1.2 • Service design inputs and outputs and the contents and use of the service design package Core Guidance References – SD 3.12 Appendix A • The contents and use of service acceptance criteria Core Guidance References – SD Appendix B	**Up to Bloom's level 2** Knowing and Comprehending A full understanding of service design terms and core concepts. The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals.
	Contact hours recommended – 1.5	

Learning Unit	Curriculum subjects covered	Level of Difficulty

ITIL SL:
 	
SD02
 	
Service design principles
	This learning unit covers more focused aspects of service design. Service design principles and service composition are covered and emphasized with the importance of, and approach to, balanced design. This unit also covers the requirements for service. This unit reviews all design activities, constraints and models, including the aspects of service design and the management of service design processes.
	
	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 analyse:
	
	• Holistic service design, service composition and the four Ps
	  Core Guidance References – SD 3.1.1, 3.1.5
	
	• The five aspects of service
	  Core Guidance References – SD 3.1.1, 3.7,
	
	• The importance of and approach to balanced design
	  Core Guidance References – SD 3.3
	
	• Service requirements, business requirements and drivers
	  Core Guidance References – SD 3.4, 3.5
	
	• Design activities and their constraints
	  Core Guidance References – SD 3.6, 3.8, 3.9
	
	• The five aspects of service design:
	
	   • Design aspects
	     Core Guidance References – SD 3.7
	     (Introductory paragraphs prior to SD 3.7.1)
	
	   • Designing service solutions
	     Core Guidance References – SD 3.7.1
	
	   • Designing supporting systems, especially the service portfolio
	     Core Guidance References – SD 3.7.2
	
	   • Designing technology architectures
	     Core Guidance References – SD 3.7.3
	
	   • Designing processes
	     Core Guidance References – SD 3.7.4
	
	   • Designing measurement systems and metrics
	     Core Guidance References – SD 3.7.5
	
	• Service-oriented architecture principles
	  Core Guidance References – SD 3.10
	
	• Service design models
	  Core Guidance References – SD 3.11
		Up to Bloom's level 4
		
		Applying
		Analysing
		
		The candidate should reach a level of competence of the knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.

	Contact hours recommended – 4.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty

ITIL SL:
 	
SD03
 	
Service design processes
	This learning unit covers the managerial and supervisory aspects of the ITIL processes covered in the service design stage (but excludes the day-to-day operation of the processes, which is covered in the Planning, Protection and Optimization (PPO) and the Service Offerings and Agreements (SOA) Capability modules).
	
	This unit should be considered from the management perspective: i.e. those aspects that would be required to understand and control each process and its interfaces, oversee the implementation and ongoing improvement of, and compliance to, each process, and to judge the effectiveness and efficiency of each process.
	
	For each process, most sub-sections in the book should be covered. Candidates must have a good high-level understanding of the process activities, but will not be expected to have a detailed knowledge of these activities or a detailed understanding of specific methods and techniques - unless otherwise stated below. The recommended contact hours for this learning unit should be taken as a guide to the level of detail that can be achieved.
	
	For each of the service design processes the following subsections of the books will be included or excluded:
	
	Included:
	
	• Purpose and objectives
	Core Guidance References – SD 4.x.1
	
	• Scope
	Core Guidance References – SD 4.x.2
	
	• Value to business
	 Core Guidance References – SD 4.x.3
	
	• Policies, principles and basic concepts
	Core Guidance References – SD 4.x.4
	
	• Process activities, methods and techniques
	Core Guidance References – SD 4.x.5 (process overview diagrams)
	 • *An understanding of the basic flow and activities. This will be faciliated by the following figures:*
	
	  Design coordination – SD Figure 4.2
	  Service level management – SD Figure 4.6
	  Availability management – SD Figure 4.9
	  Capacity management – SD Figures 4.16, 4.17, 4.20
	  IT service continuity management – SD Figure 4.21
	  Information security management – SD figure 4.24
		Up to Bloom's level 4
		
		Applying
		Analysing
		
		The candidate should reach a level of competence of the knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.

Learning Unit	Curriculum subjects covered	Level of Difficulty

	Supplier management – SD figure 4.27
	
	• Triggers, inputs, ouputs and interfaces
	Core Guidance References – SD 4.x.6
	
	• Critical success factors and key performance indicators
	Core Guidance References – SD 4.x.8
	
	• Challenges and risks
	Core Guidance References – SD 4.x.9
	
	Excluded:
	
	• Process activities, methods and techniques
	Core Guidance References – SD 4.x.5
	
	    • *Excluded: detailed knowledge of these activities or a detailed understanding of specific methods and techniques*
	
	    • *Excluded : process Information management Core Guidance References – SD 4.x.7*
	
	———————————————————————
	
	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 analyse:
	
	The service design processes covered are:
	
	• Design coordination
	Core guidance References – SD 4.1
	(the subsections detailed above)
	
	• Service catalogue management
	Core guidance References – SD 4.2
	(the subsections detailed above)
	
	• Service level management
	Core Guidance References – SD 4.3
	(the subsections detailed above)
	
	• Availability management
	Core Guidance References – SD 4.4
	(the subsections detailed above)
	
	• Capacity management
	Core Guidance References – SD 4.5
	(the subsections detailed above)
	
	• IT service continuity management
	Core Guidance References – SD 4.6
	(the subsections detailed above)
	
	• Information security management
	Core Guidance References – SD 4.7	

Learning Unit	Curriculum subjects covered	Level of Difficulty
	(the subsections detailed above) • Supplier management Core Guidance References – SD 4.8 (the subsections detailed above)	
	Contact hours recommended – 7.5	
ITIL SL: **SD04** **Service design technology-related activities**	This learning unit covers the management of technology related activities commonly performed in the service design stage. It covers requirements engineering in relation to the activities/techniques associated with data and information management, as well as application management. 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 analyse: • The service design activities and techniques within requirements engineering Core Guidance References – SD 5.1 • The service design activities and techniques within data and information management Core Guidance References – SD 5.2 • The service design activities and techniques associated with application management Core Guidance References – SD 5.3	**Up to Bloom's level 4** Applying Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.
	Contact hours recommended – 1.5	
ITIL SL: **SD05** **Organizing for service design**	This learning unit covers the aspects associated with the service design roles, responsibilities and capabilities. Techniques for assigning roles are introduced and explained. 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 analyse: • Functional roles analysis and the use of the RACI matrix Core Guidance References – SD 3.7.4.1, 3.7.4.2, 6.4 • The functions within service design Core Guidance References – SD 6.2 • The roles and responsibilities within service design Core Guidance References – SD 6.3	**Up to Bloom's level 4** Applying Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.
	Contact hours recommended – 1.5	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SL: **SD06** **Technology considerations**	This learning unit covers technology considerations for service design. 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 analyse: • The types of tools that would benefit service design Core Guidance References – SD 7 (introductory paragraphs prior to SD 7.1) • Requirements for service management tools Core Guidance References – SD 7.2	**Up to Bloom's level 4** Applying Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.
	Contact hours recommended – 1.0	
ITIL SL: **SD07** **Implementation and improvement of service design**	This learning unit covers typical service design issues, prerequisites for success, and the six stage implementation approach. Pertinent techniques are addressed and reviewed, business impact analysis, service level requirements and risks assessment. 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 analyse: • The service design issues relating to business impact analysis, service level requirements and risks Core Guidance References – SD 8.1, 8.2, 8.3 • The six-stage implementation approach Core Guidance References – SD 8.4 • Measurements of service design, a prerequisite for success Core Guidance References – SD 8.5	**Up to Bloom's level 4** Applying Analysing The candidate should reach a level of competence of the knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.
	Contact hours recommended – 1.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty

ITIL SL:
 	
SD08
 	
Challenges, critical success factors and risks
	This learning unit covers the challenges and risks facing service design and how critical success factors (CSF) contribute to service design.
	
	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 analyse:
	
	• Challenges
	  Core Guidance References – SD 9.1
	
	• Critical success factors and key performance indicators
	  Core Guidance References – SD 9.3
	
	• Risks
	  Core Guidance References – SD 9.2
		Up to Bloom's level 4
		
		Applying
		Analysing
		
		The candidate should reach a level of competence of the knowledge, interpretation and analysis of service design principles, techniques and relationships and their application to the design of effective service solutions.

	Contact hours recommended – 1.0	
ITIL SL: **SD09** **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 opportunity for a mock examination.	
	Contact hours recommended – 2.0	

Lecture and Exercises

Meeting the learning objectives of this syllabus can be aided by 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 includes 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 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 in a language that is not their mother tongue have a maximum of 120 minutes to complete the exam and are allowed the use of a dictionary.
Prerequisite	• ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications– see *Prerequisite Entry Criteria* on p5) • Completion of an Accredited course from an ITIL Accredited Training Provider
Supervised	Yes
Open Book	No
Pass Score	28/40 or 70%

Trainer Qualification Criteria

This syllabus can only be delivered by an accredited provider/trainer. Any provider/trainer must hold the following qualifications to be eligible to provide this syllabus:

Criteria	Eligibility	Degree of proficiency validation
Accredited Training Organization	Required	The company shall be registered and in good standing with the Official Accreditor
ITIL Service Design Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute
ITIL 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 and based on this syllabus. Training can be delivered virtually, via an e-learning / learning technology solution.

Terminology List

After studying this course, the candidate is expected to understand the meanings of the following terms in the context of service design. This list does not include terms that are explicitly mentioned within the learning units of this syllabus – for example, "service level management".

acceptance	downtime	project management office
agreed service time	effectiveness	reciprocal arrangement
agreement	efficiency	recovery
analytical modelling	expanded incident lifecycle	recovery option
application	fast recovery	redundancy
application portfolio	fault tolerance	reliability
application service provider	fault tree analysis	resilience
application sizing	fixed facility	return to normal
architecture	governance	risk management
availability	gradual recovery	service capacity management
availability management information system	high availability	service catalogue
availability plan	immediate recovery	service charter
brainstorming	information security management system	service failure analysis
budgeting	information security policy	service hours
business capacity management	information system	service knowledge management system
business continuity management	integrity	service level agreement
business continuity plan	intermediate recovery	service level requirement
business objective	invocation	service level target
business service	IT service continuity plan	serviceability
capacity management information system	key performance indicator	simulation modelling
capacity plan	maintainability	single point of failure
capacity planning	management information system	SMART
commercial off the shelf	Management of Risk (M_o_R)	standby
component capacity management	management system	statement of requirements
component failure impact analysis	mean time between failures	supplier
confidentiality	mean time between service incidents	supplier and contract management information system
continual service improvement	mean time to repair	supporting service
continuous availability	mean time to restore service	terms of reference
continuous operation	middleware	threat
countermeasure	operational level agreement	throughput
crisis management	outcome	tuning
CSI register	percentage utilization	underpinning contract
customer-facing service	Plan-Do-Check-Act	usability
design	planned downtime	use case
development	portable facility	vital business function
development environment	project	vulnerability

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