



Professional Qualifications for

ITIL® PRACTICES FOR SERVICE MANAGEMENT: INTERMEDIATE CAPABILITY STREAM

The ITIL Intermediate Qualification: Release, Control and Validation Certificate 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.

Target Group

The target group of the ITIL Expert Qualification: Release, Control and Validation is:

- 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 ITIL Certificate in Release, Control and Validation processes and how it may be used to enhance the quality of IT service support within an organisation.
- 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 Change Management, Release and Deployment Management, Service Validation and Testing, Service Asset and Configuration Management, Request Fulfillment, Service Evaluation and Knowledge Management, who wish to enhance their role-based capabilities.

This may include but is not limited to, IT professionals, business managers and business process owners.

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 capability of Release, Control and Validation management
- Change management as a capability to realise 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
- Service 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

And specifically in the following key ITIL process and role areas

- Change management
- Service release and deployment management
- Service validation and testing
- Service asset and configuration management
- Knowledge management
- Request fulfilment
- Service Evaluation

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 management
 - Configuration management
 - Service evaluation and quality assurance
 - Knowledge management
 - Service validation and testing

It is 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 books.

Eligibility for Examination

To be eligible for the examination leading to an accredited ITIL Certificate in Release, Control and Validation, 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 students 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 and Service, Service Design and Service Transition publications

Level of Difficulty

All ITIL Service Management certifications use the Bloom's taxonomy in both the construction of the learning units and in the examination which is based on this syllabus.

A learning taxonomy is a scale of the degree of difficulty in the learning process. These levels apply to the cognitive, affective and psychomotor domains of learning but in the ITIL Qualification Scheme, we deal only with the cognitive sphere.

Bloom defines six levels of learning in the COGNITIVE domain which are both sequential and cumulative. They move from the simple to the complex. This implies that in order to achieve the sixth level of learning, for example, the instructor must ensure that the previous five levels have been mastered.

The KNOWING level: Here the student is able to bring to mind or remember the appropriate material. The behavioural tasks associated with this level tax the student's memory and include such tasks as defining, recalling, listing, recognizing, describing and naming.

The COMPREHENDING stage: Here the student is able to understand or grasp the meaning of what is being communicated and make use of the idea without relating it to other ideas or materials and without seeing the fullest possible meaning or translation of the idea. Behavioural tasks at this level would include stating in the students own words, giving examples of, illustrating, inferring, summarizing and interpreting. These actions involve the knowing which has taken place at the first level.

The APPLYING level: Here the student should be able to use ideas, principles and theories in new, particular and concrete situations. Behavioural tasks at this level involve both knowing and comprehension and might include choosing appropriate procedures, applying principles, using an approach or identifying the selection of options.

The ANALYZING level: This is the fourth level of learning described by Bloom. At this level the student is able to break down a communication (rendered in any form) into constituent parts in order to make the organization and significance of the whole clear. Breaking down, discriminating, diagramming, detecting, differentiating and illustrating are important behavioural tasks at this level and can be seen to include the previous levels of knowing, comprehending and applying. Here the significance of the constituent parts of an entity are examined in order to understand the whole more fully.

The SYNTHESIS level: At this level the student is able to put back together again the various parts or elements of a concept into a unified organization or whole. This putting together again and making sense of small parts is a crucial factor in intelligence and learning. Behavioural tasks at this level would include creating, writing, designing, combining, composing, organizing, revising and planning. This level of learning in order to occur must include the first four levels – knowing, comprehending, analyzing and applying. This level of learning is probably the most intense and exciting for student and teacher alike.

The EVALUATING phase: In this phase the student is able to arrive at an overview and to judge the value and relative merit of ideas or procedures by using appropriate criteria. At this level of learning the student will be able to compare, judge, appraise, justify, criticize and contrast theories, procedures, methods and concepts. This level involves mastery of the five previous levels of knowing, comprehending, applying analyzing and synthesizing.

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

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

Bloom Levels and taxonomy	Used by ITIL certification	Intellectual activity in learning outcome and exam proficiency
Knowing Comprehending	ITIL Service Management Foundation Level stream (includes V2 – V3 Foundation Bridge certification)	The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals. <i>Vernacular examples used in Syllabus:</i> Understand; Describe; Identify
Applying Analyzing	ITIL Service Management Lifecycle Stream Capability Stream Managing Across the Lifecycle	The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom, in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences. <i>Vernacular examples used in Syllabus:</i> Analyze; Demonstrate; Apply; Distinguish; Justify; Produce; Decide
Synthesis Evaluate	ITIL Service Management Managing Across the Lifecycle – level 5 only ITIL Service Management Professional – Advanced Series	The ability to create patterns or structure from composite elements to achieve a new meaning or outcome. Can make judgement, weigh options of ideas and elements to justify and support an argument or case. <i>Vernacular examples used in Syllabus:</i> Evaluate; Justify; Summarize; Plan; Modify; Manage; Control

Intermediate stream qualifications will examine according to the Bloom level assigned to each syllabus learning unit within each of the Service Lifecycle and Service Capability streams. This means that a student must be prepared to be tested up to and including that level for any question related to that learning unit or units.

The examination format of complex multiple choice will offer a scenario and questions with a corresponding series of possible answers. Each is constructed to test a student's competency up to and including the bloom level associated to the syllabus learning unit that the question is mapped to. Instructors should ensure that the module curriculum offers discussion, practical exercises and instruction that will satisfy the competency needed to meet the exam level of difficulty.

The intermediate modules are expected to provide a practical level of proficiency for a student to be able to utilize the knowledge learned in their work environment. The examinations test a level of proficiency that allows students to apply the knowledge learned in the course to correctly select the correct sequence of possible answers.

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. The units cover the topics listed (section numbers from the source publications are included along with indicative contact study hours).

<p>ITIL SC: RCV01 Level of Difficulty – up to Bloom level 2</p>	<p>Introduction</p> <p>This unit covers the importance of Service Capability Stream: Release, Control and Validation in the context of the Service Lifecycle.</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 (ST 2.1)• the concept of Service, its value proposition and composition (ST 2.2)• the functions and processes across the Lifecycle (ST 2.3)• how service management processes are defined, and how they can be applied across the Service Lifecycle with different perspective (SS 2.6.2, 2.6.3)• how Service Management creates business value (SS 3.1, ST 2.4.3, SO 2.4.3, CSI 3.7.2)• 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 (ST 2.4.2, 2.4.5, 2.4.6) <p><i>The recommended minimum study period for this unit is 1.5 hours.</i></p>
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<p>ITIL SC: RCV02</p> <p>Level of difficulty – up to Bloom level 4</p>	<p>Change Management</p> <p>This unit covers the change management process, its components and deliverables.</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 (ST 4.2.1) • the scope of the change management process (ST 4.2.2) • the business value of change management and demonstrate some practical examples in real-life situation. (ST 4.2.3) • change management policies, and its design and planning considerations (ST 4.2.4.1, 4.2.4.2) • types of change request and describe them using examples by Service Lifecycle stage (ST 4.2.4.3, 4.2.4.4) • typical activities of managing changes and describe workflow of processing different types of change requests (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 (rest of ST 4.2.6) • the change management process triggers, inputs, outputs and interfaces with other processes (ST 4.2.7) • how change management can be effectively measured, and list example of types of metrics and their applications (ST 4.2.8) • typical change management activities that may be performed on a day-to-day basis during the Service Operation Lifecycle stage (SO 4.6.1, 8.1) • the relationship between Continual Service Improvement and organizational change (CSI 3.1) <p><i>The recommended minimum study period for this unit is 4.0 hours.</i></p>
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<p>ITIL SC:</p> <p>RCV03</p> <p>Level of difficulty – up to Bloom level 4</p>	<p>Service Asset and Configuration Management</p> <p>This unit covers the Service Asset and Configuration Management (SACM) process, its components and deliverables.</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 of the SACM process and the goal of configuration management. (ST 4.3.1) • the scope of asset management and configuration management (ST 4.3.2) • the business value of SACM process and how it supports the execution of other processes (ST 4.3.3, 4.3.6) • the SACM policies and basic concepts, and be able to distinguish various types of CI (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 (ST 4.3.4.3) • the key SACM process activities of SACM, and describe the tools, activity model and deliverables for executing each of these key activities (ST 4.3.5.) • the considerations for retaining CMS back-up and historical data for business purposes (ST 4.3.7) • how the SACM process can be effectively measured, and list example of types of metric and their application (ST 4.3.8) • typical configuration management activities that may be performed on a day to day basis by Service Operation. (SO 4.6.2) <p><i>The recommended minimum study period for this unit is 3.5 hours.</i></p>
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<p>ITIL SC:</p> <p>RCV04</p> <p>Level of difficulty – up to Bloom level 4</p>	<p>Service Validation and Testing</p> <p>This unit covers the Service Validation and Testing (SVT) process, its components and deliverables.</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 (ST 4.5.1) • the scope of the SVT process (ST 4.5.2) • how policies can drive and support the execution of the SVT process, and describe practical examples of such policies (ST 4.5.4.3) • various test models, understand their objectives and test conditions. • examples of validation condition (ST 4.5.4.5 Table 4-10) • various validation and testing perspectives, understand each of their purposes and the stakeholder groups' requirements to be addressed (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 (ST 4.5.4.7, Fig 4-30) • the key activities of the SVT process, and understand the underlying method and techniques in performing each step (ST 4.5.5, Fig 4-32) • the SVT process triggers, inputs, outputs and interfaces with other processes (ST 4.5.6) • the practices of maintaining test data and test environments in respect of changing test requirements (ST 4.5.7) • how the SVT processes can be measured in terms of business value contribution and internal efficiency, and list examples of possible metrics (ST 4.5.8) <p><i>The recommended minimum study period for this unit is 4.0 hours.</i></p>
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<p>ITIL SC:</p> <p>RCV05</p> <p>Level of difficulty – up to Bloom level 4</p>	<p>Release and Deployment Management</p> <p>This unit covers the Release and Deployment Management (RDM) process, its components and deliverables.</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 (ST 4.4.1, 4.4.2) • the business value of the RDM process (ST 4.4.3) • the concept of Release Unit, and distinguish and apply various Release Design options and considerations (ST 4.4.4.1, 4.4.4.2) • the overall approach for release and deployment planning. Describe clear planning considerations such as pass/fail criteria. Release build and test, pilots, deployment, logistics, delivery and financial (ST 4.4.5.1) • the approach for developing the detailed implementation plan for release deployment using Fig 4-23 as a model of base activities (ST 4.4.5.5, Fig 4-23) • the key steps for performing the actual transfer, deployment and retirement, verifying deployment and providing Early Life support after deploying the new release (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 (ST 4.4.6) • how information pertaining to service deployment should be recorded and maintained (ST 4.4.7) • the challenges, risks and critical success factors pertaining to release and deployment management (ST 4.4.9) <p><i>The recommended minimum study period for this unit is 4.0 hours.</i></p>
<p>ITIL SC:</p> <p>RCV06</p> <p>Level of difficulty – up to Bloom level 4</p>	<p>Request Fulfilment</p> <p>This unit covers the Request Fulfilment process, its components and deliverables.</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 (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 (SO 4.3.5) • the difference between Request Fulfilment and Incident Management and therefore how they may be handled differently (SO 4.3.2) • the relationship between Request Fulfilment and Release Management, and how they interact with SACM process to handle pre-defined release (SO 4.3.6) • some of the challenges, risk and critical success factors pertaining to Request Fulfilment management (SO 4.3.9) <p><i>The recommended minimum study period for this unit is 2.0 hours.</i></p>

<p>ITIL SC: RCV07</p> <p>Level of difficulty – up to Bloom level 4</p>	<p>Service Evaluation</p> <p>This unit covers the Service Evaluation process, its components and deliverables.</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 service evaluation process (ST 4.6.1, 4.6.2) • the terminologies used for the service evaluation process and demonstrate typical evaluation workflow (ST 4.6.5.1, 4.6.5.2, Fig 4-34) • the intended effect and unintended effect of a change, and apply the factors for evaluating the effectiveness of a service design and changes (ST 4.6.5.4, 4.6.5.5, 4.6.5.6, Table 4-14) • the evaluation of predicted service performance and actual performance to risk management and demonstrate how it could impact the course of actions for the overall service design / change evaluation (ST 4.6.5.7, 4.6.5.8, 4.6.5.9) • some of the challenges pertaining to Service Evaluation (ST 4.6.9.1) <p><i>The recommended minimum study period for this unit is 2.0 hours.</i></p>
<p>ITIL SC: RCV08</p> <p>Level of difficulty – up to Bloom level 4</p>	<p>Knowledge Management</p> <p>This unit covers the Knowledge Management (KM) process, its components and deliverables.</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 (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 (ST 4.7.3, 4.7.5.4, Fig 4-39) • the basic layers of the KM concept using the DIKW structure, demonstrate relationships between the layers using examples (ST 4.7.4.1, 4.7.4.2, Fig 4-37) • what constitutes an effective KM strategy, and apply practical techniques for enabling knowledge transfer (ST 4.7.5.1, 4.7.5.2) • effective data and information management for successful knowledge management, and describe its key steps (ST 4.7.5.3) • the stakeholder groups within the IT service management organization whose support is needed for effective knowledge management, and understand why their commitment and support are critical (ST 4.7.6) • various perspectives in measuring the value contribution of KM, and describe some practical metrics for each of these perspectives (ST 4.7.7.1, 4.7.7.2, 4.7.7.3) • the relationship between Continual Service Improvement and knowledge management (CSI 3.8) <p><i>The recommended minimum study period for this unit is 3.5 hours.</i></p>

<p>ITIL SC:</p> <p>RCV09</p> <p>Level of difficulty – up to Bloom level 4</p>	<p>Service Release, Control and Validation Roles and Responsibilities</p> <p>This unit covers how Service roles and responsibilities contribute to Service Release, Control and Validation. Specifically, based on a given service scenario within the Release, Control and Validation practice, candidates must meet the learning outcomes and examination level of difficulty, by being 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 (ST 6.3.2.3) • Service Asset and Configuration Management (ST 6.3.2.3) • Service Validation and Testing (ST 6.3.2.6, 6.3.2.11) • Release and Deployment (ST 6.3.2.7, 6.3.2.8, 6.3.2.9, 6.3.2.10) • Request Fulfilment (SO 6.6.7) • Service Performance and Risk Evaluation (ST 6.3.2.4) • Service Knowledge Management (ST 6.3.2.5) <p><i>The recommended minimum study period for this unit is 2.0 hours.</i></p>
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<p>ITIL SC: RCV10</p> <p>Level of difficulty – up to Bloom level 4</p>	<p>Technology and Implementation Considerations</p> <p>This unit covers technology implementation as part of implementing service management process capabilities, and what special technology functions and features are related to Release, Control and Validation practices.</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 (SO 7.1) • the evaluation criteria for technology and tooling for process implementation (SD 7.2) • the practices for process implementation which include <ul style="list-style-type: none"> • Managing change in operations (SO 8.1) • Service operation and project management (SO 8.2) • Assessing and managing risk in service operation (SO 8.3) • Operational staff in service design and transition (SO 8.4) • the challenges, critical success factors and risks related to implementing practices and processes (ST 9.1, 9.2, 9.3) • how to plan and implement Service Management technologies (SO 8.5) • the technology considerations for implementing the following processes and activities: <ul style="list-style-type: none"> • Collaboration for process execution (ST 7.2) • Configuration Management (ST 7.3) • Knowledge Management (ST 7.1) • the Deming Cycle and apply its concept to perform self-monitoring and self-improving for all processes on a continual basis (CSI 3.6, CSI 3.7 and CSI 5.5) <p><i>The recommended minimum study period for this unit is 3.5 hours.</i></p>
<p>ITIL SC: RCV11</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> <p><i>The recommended minimum study period for this unit is 2.0 hours.</i></p>

Note:**Lecture and exercises**

Meeting the learning objectives of this syllabus can be assisted through the use of practical exercises during the delivery of an accredited course. It is recommended that course providers make use of exercises to enhance the reinforcement of the learning objectives in this syllabus. To aid course providers, there are areas within each learning unit whose learning objective include such phrases as “illustrate, discuss, use examples”, etc, which may be considered as opportunities to introduce practical course exercises. These are not mandated areas for practical exercises, but provided as suggestions for use by course providers.

Learning outcomes

Following completion of this unit, the candidate will know:

- The importance of Service Management as a Practice concept and Service Transition Principals, 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
- Challenges, Critical Success Factors and Risks associated to ITIL Release, Control and Validation

Format of the Examination

Type	Eight (8) multiple choice, scenario-based, gradient scored questions. Each question will have 4 possible answer options, one of which is worth 5 marks, one which is worth 3 marks, one which is worth 1 mark, and one which is a distracter and achieves no marks.
Duration	Maximum 90 minutes for all candidates in their respective language (Candidates sitting the examination in a language other than their first language have a maximum of 120 minutes and are allowed to use a dictionary)
Prerequisite	ITIL V3 Foundation Certificate or ITIL V2 Foundation plus Bridge Certificate and completion of an accredited Course from an ITIL Accredited Training Provider
Supervised	Yes
Open Book	No
Pass Score	28/40 or 70%
Distinction Score	TBC
Delivery	Online or Paper Based Examination

Criteria of Training Competence

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

Criteria	Eligibility	Degree of proficiency validation
Accredited Training Organization	Required	The company shall be registered and in good standing with the Official Accreditor
ITIL 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

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