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ITIL®

**PROFESSIONAL
QUALIFICATION SCHEME**

INTERMEDIATE QUALIFICATION

SERVICE CAPABILITY

RELEASE, CONTROL AND VALIDATION CERTIFICATE

SYLLABUS



APM Group-The Accreditor

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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 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 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, role and function areas:

- Change management
- Service asset and configuration management
- Service validation and testing
- Release and deployment management
- Request fulfilment
- Change evaluation
- Knowledge management

Target Candidate

The target group of the ITIL Intermediate Qualification: Release, Control and Validation Certificate includes, but is not restricted to:

- IT professionals
- Business managers
- Business process owners
- Individuals who require a deep understanding of the ITIL Certificate in the Release, Control and Validation processes and of 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, and 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, change evaluation and knowledge management, and who wish to enhance their role-based capabilities
- 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).

It is 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
 - Service asset and configuration management
 - Service validation and testing
 - Release and deployment management
 - Request fulfilment
 - Change evaluation
 - Knowledge management

Before attending training for the certification it is also strongly recommended that candidates read the ITIL Service Lifecycle core publications and, in particular, the *ITIL Service Transition* and *ITIL Service Operation* publications.

Eligibility for Examination

To be eligible for the examination leading to the ITIL Release, Control and Validation Certificate, the candidate must fulfil the following requirements:

- Undertake 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
- 2 to 4 years professional experience working in IT service management is 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 candidates should complete a minimum of 12 hours of personal study by reviewing the syllabus and the pertinent areas within the *ITIL Service Transition* and *ITIL Service Operation* core guidance in preparation for the examination, specifically *Chapter 2: Service management as a practice*.

Syllabus at a Glance

Learning Unit RCV01: Introduction to release, control and validation (RCV)

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

- The purpose, objectives and scope of service transition lifecycle phase
- The RCV processes in relation to service transition
- Activities related to overall transition planning and ongoing support

Learning Unit RCV02: Change management

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of change management principles, techniques and relationships and their application for the effective management of release, control and validation

- The end-to-end process flow for change management , including its policies, design strategy, concepts, activities, and 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 and the challenges and risks to be managed

Learning Unit RCV03: Service asset and configuration management (SACM)

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service asset and configuration management principles, techniques and relationships and their application for the effective management of release, control and validation

- The end-to-end process flow for service asset and configuration management, including its policies, design strategy, concepts, activities and 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 and the challenges and risks to be managed

Learning Unit RCV04: Service validation and testing (SVT)

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service validation and testing principles, techniques and relationships and their application for the effective management of release, control and validation

- The end-to-end process flow for the SVT process, including its policies, concepts, activities and interfaces with other processes
- Test modeling techniques and testing concepts (for example, stakeholder requirements, test conditions, environments, data) and how these test components are used to ensure service quality
- A measurement model and the metrics that would be used to support service validation and testing within RCV practices
- The benefits and business value that can be gained from SVT and the challenges and risks to be managed

Learning Unit RCV05: Release and deployment management (RDM)

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service validation and testing principles, techniques and relationships and the application of them for the effective management of release, control and validation

- The end-to-end process flow for release and deployment management , including its policies, concepts, phases, activities and interfaces with other processes
- Release and deployment models and related activities (for example, design, planning, build, pilots, test, transfer, deployment, retirement). and how these activities ensure service quality
- A measurement model and the metrics that would be used to support release and deployment management within RCV practices
- The benefits and business value that can be gained from release and deployment management

Learning Unit RCV06: Request fulfilment

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of request fulfilment principles, techniques and relationships and their application for the effective management of release, control and validation

- The end-to-end process flow for request fulfilment, including its policies, concepts, activities, and interfaces with other processes (for example, RDM, SACM and change management)
- Request fulfilment models and related activities (for example, effectiveness of designs, changes, performance) and how these activities help to ensure quality service within RCV
- A measurement model and the metrics that would be used to support request fulfillment within RCV practices
- The benefits and business value that can be gained from request fulfillment and the challenges and risks to be managed

Learning Unit RCV07: Change evaluation

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of change evaluation principles, techniques and relationships and their application for the effective management of release, control and validation

- The end-to-end process flow for change evaluation, including its policies, concepts, activities interfaces with other processes
- Perspectives and considerations for evaluating the effectiveness of a service change
- A measurement model and the metrics that would be used to support change evaluation within RCV practices
- The benefits and business value that can be gained from change evaluation and the challenges and risks to be managed

Learning Unit RCV08: Knowledge management (KM)

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of knowledge management principles, techniques and relationships and their application for the effective management of release, control and validation

- The end-to-end process flow for knowledge management, including its policies, concepts, activities and interfaces with other processes (for example CSI processes)
- Related concepts (for example, data-information-knowledge-wisdom (DIKW)) and how these activities help to ensure knowledge transfer and improved decision-making
- The benefits and business value that can be gained from knowledge management and the challenges and risks to be managed

Learning Unit RCV09: Release, control and validation roles and responsibilities

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of RCV roles and their application for the effective management of release, control and validation

- Generic roles that support service transition and the RCV processes
- The roles and responsibilities related to transition planning and support, change management, service asset and configuration management, service validation and testing, release and deployment management, request fulfilment, change evaluation, and knowledge management. Where and how these are used, as well as how they fit within the context of service transition.

Learning Unit RCV10: Technology and Implementation Considerations

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of technology and implementation considerations and their application for the effective management of release, control and validation

- The technology requirements for service management tools, where and how these would be used within RCV (for example, knowledge management and service asset and configuration management)
- The need and benefits of tools that support service transition as related to RCV
- Implementing RCV processes in the context of planning and managing change, service operation, project management, risk management, and staff considerations.

Qualification Learning Objectives

Candidates can expect to gain competencies in the following areas 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 ensure 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 change evaluation to ensure meeting committed service level performance
- Release, control and validation process roles and responsibilities
- Technology and implementation considerations
- Challenges, critical success factors and risks associated with ITIL release, control and validation

In addition, the training for this qualification should include examination preparation, including an opportunity for a mock examination.

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. <i>Vernacular examples used in Syllabus:</i> 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. <i>Vernacular examples used in Syllabus:</i> 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. <i>Vernacular examples used in Syllabus:</i> 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.

Release, Control and Validation Syllabus

The ITIL Intermediate Qualification: Release, Control and Validation Certificate is awarded to those who complete the ten units of study described below, and who successfully pass the relevant multiple-choice 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 Organisations (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.

The process-related learning units cover the day-to-day operation of the ITIL processes covered in this course, but exclude aspects such as implementing the processes which are covered in the Service Lifecycle modules.

The process-related units should be considered from the practitioner perspective and should impart the skills and knowledge needed to execute the activities on a daily basis.

For each process, all sub-sections in the book should be covered, with a particular focus placed on the end-to-end process flow. Candidates must understand the details of each process activity, along with associated methods and techniques.

The recommended contact hours for each process-related learning unit should be taken as a guide to the level of detail that can be achieved.

Learning Unit	Curriculum Subjects Covered	Level of Difficulty
ITIL SC: RCV01 Introduction	<p>The initial learning unit provides an introduction to the purpose and objectives of the service transition phase and the role that RCV plays within that phase and within the service lifecycle. Considerations for developing a transition strategy and planning and coordinating service transition activities are explored, including associated roles and responsibilities.</p> <p>To achieve the learning outcomes and meet the examination level of difficulty, the candidates must be able to understand and describe:</p> <ul style="list-style-type: none"> • Purpose and objectives of service transition Core Guidance References - ST 1.1.1 • Scope of the service transition phase 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 1.1.2, 1.1.4 • Various aspects to be considered for developing an effective service transition strategy Core Guidance References - ST 4.1.5.1 • Defining service transition lifecycle stages 	<p>Up to Bloom’s level 2</p> <p>Knowing and Comprehending</p> <p>The ability to recall, recite, name and to understand the meaning of ITIL terminology and basic practice fundamentals.</p>

Learning Unit	Curriculum Subjects Covered	Level of Difficulty
	<p>Core Guidance References - ST 4.1.5.2</p> <ul style="list-style-type: none"> The key initiatives that are important for an effective preparation for service transition Core Guidance References - ST 4.1.5.3 The approach and best practices in planning and coordinating service transition activities Core Guidance References - ST 4.1.5.4 How service transition provides transition process support to stakeholders Core Guidance References - ST 4.1.5.5 	
	Contact hours recommended – 1.0	
<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 purpose, objectives, scope and importance of change management as a process to generate business value is explored and demonstrated using examples. Change management policies, principles, concepts, activities, methods and techniques are explained in relation to RCV practices, and especially in relation 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 achieve the learning outcomes and meet the examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse:</p> <ul style="list-style-type: none"> The purpose 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 situations 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; distinguish changes, requests for change (RFCs) and change records Core Guidance References - ST 4.2.4.3, 4.2.4.4 The role of change models, change proposals and standard changes Core Guidance References - ST 4.2.4.5, 4.2.4.6, 4.2.4.7. The options and considerations for remediation planning 	<p>Up to Bloom's level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships relating to principles and relationships relating to change management.</p>

Learning Unit	Curriculum Subjects Covered	Level of Difficulty
	<p>Core Guidance References - ST 4.2.4.8</p> <ul style="list-style-type: none"> • Typical activities involved in managing changes, and describe workflow of processing different types of change requests Core Guidance References - ST 4.2.5 up to beginning of 4.2.5.1, including Figures 4.2, 4.3 and 4.4 • The methods and techniques associated with each major change management activity Core Guidance References – balance of ST 4.2.5 • The change management process triggers, inputs, outputs and interfaces with other processes Core Guidance References - ST 4.2.6 • The role of the configuration management system (CMS) in change management Core Guidance References - ST 4.2.7 • How change management can be effectively measured, and examples of critical success factors and key performance indicators Core Guidance References - ST 4.2.8 • The challenges and risks of change management Core Guidance References - ST 4.2.9 • Typical change management activities that may be performed on a day-to-day basis during the service operation lifecycle stage Core Guidance References - SO 5.12.1, 8.1 • Managing organization and stakeholder change as an essential part of continual improvement Core Guidance References - ST 5.2 (up to 5.2.1), ST 5.2.1.1, ST 5.2.3 (up to 5.2.3.1) 	
	Contact hours recommended – 4.0	
<p>ITIL SC: RCV03 Service asset and configuration management</p>	<p>This learning unit expands on how the process of service asset and configuration management (SACM) contributes to RCV practices. The lifecycle phase emphasized in this unit is service transition. It provides a complete overview of the purpose, objectives, scope and importance of SACM as a process to generate business value. SACM policies, principles, concepts, activities, methods and techniques are explained in relation 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 achieve the learning outcomes and meet the examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse:</p> <ul style="list-style-type: none"> • The purpose and objectives of the SACM process Core Guidance References - ST 4.3.1 	<p>Up to Bloom's level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships relating to SACM.</p>

Learning Unit	Curriculum Subjects Covered	Level of Difficulty
	<ul style="list-style-type: none"> • The scope of SACM Core Guidance References - ST 4.3.2 • The business value of the SACM process, and demonstrate some practical examples in real-life situations Core Guidance References - ST 4.3.3 • 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 activities of asset management, the role of software asset management and associated tools Core Guidance References - ST 4.3.4.4 • The key SACM process activities and deliverables for executing each of these activities Core Guidance References - ST 4.3.5 • The SACM process triggers, inputs, outputs and interfaces with other processes Core Guidance References - ST 4.3.6 • The information management considerations for SACM Core Guidance References - ST 4.3.7 • How the SACM process can be effectively measured, and examples of critical success factors and key performance indicators and their application Core Guidance References - ST 4.3.8 • The challenges and risks of SACM Core Guidance References - ST 4.3.9 • Typical SACM activities performed on a daily basis by service operation Core Guidance References - SO 5.12.2 	
	Contact hours recommended – 3.5	
ITIL SC: RCV04 Service validation and testing	<p>This learning unit introduces the service validation and testing (SVT) process and looks at how it contributes to RCV. It provides a complete overview of the purpose, objectives, scope and importance of SVT as a process, the various test models, test and validation conditions. SVT policies, principles, concepts, activities, methods and techniques are explained in relation to RCV practices and building/achieving quality of service. Efficient use of SVT metrics is reviewed in this unit in terms of business value contribution and internal efficiency.</p> <p>To achieve the learning outcomes and meet the examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse:</p> <ul style="list-style-type: none"> • The purpose and objectives of the SVT process Core Guidance References - ST 4.5.1 • The scope of the SVT process 	Up to Bloom's level 4 Applying and Analysing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships

Learning Unit	Curriculum Subjects Covered	Level of Difficulty
	<p>Core Guidance References - ST 4.5.2</p> <ul style="list-style-type: none"> • The business value of the SVT process, and demonstrate some practical examples in real-life situations Core Guidance References - ST 4.5.3 • How policies can drive and support the execution of the SVT process, and describe practical examples of such policies Core Guidance References - ST 4.5.4.1 • 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 4-14 • 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 critical success factors and key performance indicators Core Guidance References - ST 4.5.8 • The challenges and risks of SVT Core Guidance References - ST 4.5.9 	relating to SVT.
	Contact hours recommended – 4.0	
<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. It provides a complete overview of the purpose, objectives, scope and importance of release and deployment management as a process to generate business value. 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 critical success factors and key performance indicators are reviewed.</p> <p>To achieve the learning outcomes and meet the examination level of difficulty, the candidates must be able to understand,</p>	<p>Up to Bloom's level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting</p>

Learning Unit	Curriculum Subjects Covered	Level of Difficulty
	<p>describe, identify, demonstrate, distinguish, decide or analyse:</p> <ul style="list-style-type: none"> • The purpose, and objectives of the RDM process Core Guidance References - ST 4.4.1 • The scope of the RDM process Core Guidance References - ST 4.4.2 • The business value of the RDM process Core Guidance References - ST 4.4.3 • RDM policies, the concept of a release unit, release design options and considerations, and models Core Guidance References - ST 4.4.4.1, 4.4.4.2, 4.4.4.3, 4.4.4.4 • The four phases of RDM Core Guidance References - ST 4.4.5 (up to 4.4.5.1) • Release and deployment planning considerations Core Guidance References - ST 4.4.5.1 <i>(Candidates are expected to understand the concepts and examples presented in 4.4.5.1 but are not expected to memorize the bulleted lists)</i> • Release and deployment plans • Pass/fail criteria • Build and test planning • Planning release packaging and build • Preparation for release build and test • Deployment planning • Planning of pilots • Financial/commercial planning • The key steps and techniques for performing the release build and test stage Core Guidance References - ST 4.4.5.2 <i>(Candidates are expected to understand the concepts and examples presented in 4.4.5.2 but are not expected to memorize the bulleted lists)</i> • Release and build documentation • Acquire and test input configuration items and components • Release packaging • Build and manage the test environments • Service testing and pilots • The approach for developing a detailed plan for deployment and the key steps for performing the actual transfer, deployment and retirement, verifying deployment, providing early life support Core Guidance References - ST 4.4.5.3, ST Fig 4-25 • Reviewing and closing the deployment Core Guidance References - ST 4.4.5.4 	<p>principles and relationships relating to RDM.</p>

Learning Unit	Curriculum Subjects Covered	Level of Difficulty
	<ul style="list-style-type: none"> • 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 • How the RDM processes can be measured in terms of business value contribution and examples of critical success factors and key performance indicators Core Guidance References - ST 4.4.8 • The challenges, risks and critical success factors pertaining to RDM Core Guidance References - ST 4.4.9 • Typical RDM activities performed on a daily basis by service operation Core Guidance References - SO 5.12.3 	
	Contact hours recommended – 4.0	
ITIL SC: RCV06 Request fulfilment	<p>This learning unit looks at how the request fulfilment process contributes to RCV practices. The lifecycle phase emphasized in this unit is service operation. A complete overview of the purpose, objectives, scope and importance of request fulfilment as a process, as well as of 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 relation 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 achieve the learning outcomes and meet the examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, distinguish, decide or analyse:</p> <ul style="list-style-type: none"> • The purpose, objectives and scope of the request fulfilment process Core Guidance References - SO 4.3.1, 4.3.2 • The business value of the request fulfilment process Core Guidance References - SO 4.3.3 • Request fulfilment policies, principles and basic concepts. Core Guidance References - SO 4.3.4 • Request fulfilment activities and demonstrate some practical examples of service requests that can be offered as standard services by category Core Guidance References - SO 4.3.5 • Request fulfilment process triggers, inputs, outputs and interfaces (particularly with RDM, SACM and change management) Core Guidance References - SO 4.3.6 • Information required by the request fulfilment process Core Guidance References - SO 4.3.7 • How request fulfilment can be effectively measured, and 	<p>Up to Bloom's level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships relating to request fulfilment.</p>

Learning Unit	Curriculum Subjects Covered	Level of Difficulty
	<p>examples of critical success factors and key performance indicators Core Guidance References - SO 4.3.8</p> <ul style="list-style-type: none"> Challenges and risks pertaining to request fulfilment Core Guidance References - SO 4.3.9 	
	Contact hours recommended – 2.0	
<p>ITIL SC: RCV07 Change evaluation</p>	<p>This learning unit covers the change evaluation process of service transition and how it contributes to RCV. It provides a complete overview of the purpose, objectives, scope and importance of change evaluation as a process. Change evaluation policies, principles, concepts, activities, methods, and techniques are explained in relation to RCV practices. The evaluation of predicted and actual service performance and their relation to risk management is also discussed.</p> <p>To achieve the learning outcomes and meet the examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, distinguish, decide or analyse:</p> <ul style="list-style-type: none"> The purpose, objectives and scope of the change evaluation process Core Guidance References - ST 4.6.1, 4.6.2 The business value of the change evaluation process Core Guidance References - ST 4.6.3 Change evaluation policies, principles and use of the Plan-Do-Check-Act model Core Guidance References - ST 4.6.4 Change evaluation process terminology and typical change evaluation process workflow Core Guidance References - ST 4.6.5.1, 4.6.5.2, ST Fig 4-33 Perspectives to consider when executing an evaluation plan, the intended and unintended effect of a change, and factors for evaluating the effectiveness of a service change Core Guidance References - ST 4.6.5.3, 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 Evaluation report contents Core Guidance References – ST 4.6.5.10 Change evaluation process triggers, inputs, outputs and interfaces Core Guidance References - ST 4.6.6 The role of the SKMS and CMS relative to the change evaluation process Core Guidance References - ST 4.6.7 How change evaluation can be effectively measured, and examples of critical success factors and key performance 	<p>Up to Bloom's level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships relating to request fulfilment.</p>

Learning Unit	Curriculum Subjects Covered	Level of Difficulty
	indicators Core Guidance References - ST 4.6.8 <ul style="list-style-type: none"> • Challenges and risks pertaining to change evaluation Core Guidance References - ST 4.6.9 	
	Contact hours recommended – 2.0	
ITIL SC: RCV08 Knowledge management	<p>This learning unit deals with how the KM process contributes to RCV practices. It covers a complete overview of the purpose, objectives, scope and importance of KM as a process, and the benefits of deploying a service knowledge management system (SKMS). 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. It covers KM policies, principles, concepts, activities, methods and in relation to RCV practices and the importance of the stakeholder groups. Efficient use of KM critical success factors and key performance indicators are reviewed.</p> <p>To achieve the learning outcomes and meet the examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, distinguish, decide or analyse:</p> <ul style="list-style-type: none"> • The purpose, 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 Core Guidance References - ST 4.7.3 • KM policies and use of DIKW structure. The SKMS and its relationship with the CMDB and CMS, using examples Core Guidance References - ST 4.7.4.1, 4.7.4.2, 4.7.4.3, ST Fig 4-35 • KM activities and practical techniques for enabling a KM strategy, knowledge transfer and the effective management of data, information and knowledge. Demonstrate the benefits of using an SKMS through examples Core Guidance References - ST 4.7.5, ST Fig 2-7 • KM process triggers, inputs, outputs and interfaces. The stakeholder groups within the IT service management organization whose support is needed for effective knowledge management. Core Guidance References - ST 4.7.6 • Information management aspects to consider when creating an SKMS Core Guidance References - ST 4.7.7 • How KM can be effectively measured, and examples of critical success factors and key performance indicators Core Guidance References - ST 4.7.8 • Challenges and risks pertaining to KM Core Guidance References - ST 4.7.9 • The relationship between continual service improvement and knowledge management 	Up to Bloom's level 4 Applying and Analysing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships relating to the KM process.

Learning Unit	Curriculum Subjects Covered	Level of Difficulty
	Core Guidance References - CSI 3.7	
	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. It defines and discusses change management, release and deployment management, service validation and testing, service asset and configuration management, knowledge management, request fulfilment and change evaluation roles/functions that are responsible for executing each step of the process.</p> <p>To achieve the learning outcomes and meet the examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, distinguish, decide or analyse:</p> <ul style="list-style-type: none"> • Generic roles involved in service transition Core Guidance References - ST 6.4.1, 6.4.2, 6.4.3, 6.4.4 • The key roles/functions responsible for executing each process step as related to: • Transition planning and support Core Guidance References - ST 6.4.5 • Change management Core Guidance References - ST 6.4.6 • Service asset and configuration management Core Guidance References - ST 6.4.7 • Release and deployment management Core Guidance References - ST 6.4.8 • Service validation and testing Core Guidance References - ST 6.4.9 • Request fulfilment Core Guidance References - SO 6.7.7 • Change evaluation Core Guidance References - ST 6.4.10 • Knowledge management Core Guidance References - ST 6.4.11 	<p>Up to Bloom's level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships relating to the roles and responsibilities.</p>
	Contact hours recommended – 2.0	
ITIL SC: RCV10 Technology and implementation considerations	<p>This learning unit deals with technology and implementation considerations and how they contribute to RCV practices. Service design is specifically used to identify good practices and evaluation criteria for technology and tools. Service operation 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 planning and implementing service management technology. Service transition provides the specifics on the technology considerations for implementing and collaboration for service asset and configuration management and knowledge management.</p> <p>To achieve the learning outcomes and meet the examination level of difficulty, the candidates must be able to understand,</p>	<p>Up to Bloom's level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting</p>

Learning Unit	Curriculum Subjects Covered	Level of Difficulty
	<p>describe, identify, demonstrate, distinguish, decide or analyse:</p> <ul style="list-style-type: none"> • The list of generic requirements for integrated ITSM technology Core Guidance References - SO 7.1 • The evaluation criteria for service management 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 relating to implementing service transition 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 • The technology considerations for implementing the following processes and activities: <ul style="list-style-type: none"> • Knowledge management tools Core Guidance References - ST 7.1 • Collaboration Core Guidance References - ST 7.2 • Configuration management system Core Guidance References - ST 7.3 	<p>principles and relationships relating to RCV technology considerations.</p>
	Contact hours recommended – 2.5	
ITIL SC: RCV11 Summary, Exam Preparation and Directed Studies	<p>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.</p>	
	Contact hours recommended – 1.5	

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 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 where the language of the exam is not their primary business language, have a maximum of 120 minutes to complete the exam and are allowed the use of a dictionary
Prerequisite	<ul style="list-style-type: none"> ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications– see <i>Prerequisite Entry Criteria</i> on p5) 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 Organisation	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 Expert Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute

Approved Delivery Structure

Structure	Operational Standard Requirements
Training Delivery	<ul style="list-style-type: none"> Training providers are free to structure and organise 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

After studying this course, the candidate is expected to understand the meanings of the following terms in the context of release, control and validation. This list does not include terms that are explicitly mentioned within the learning units of this syllabus - for example, "critical success factor".

acceptance	contract	quality
assembly	course corrections	relationship
asset	CSI register	release
asset register	culture	release identification
attribute	customer-facing service	release package
audit	definitive media library	release record
availability	deliverable	release unit
back-out	design coordination	requirement
baseline	effectiveness	service acceptance criteria
budgeting	efficiency	service catalogue
build	emergency change	service charter
build environment	emergency change advisory board	service design package
business objective	environment	service level agreement
business relationship management	fit for purpose	service level target
capacity	fit for use	service model
change advisory board	fixed asset	service portfolio
change schedule	fixed asset management	service request
change window	impact	specification
charter	information security management	stakeholder
CI type	knowledge base	status accounting
component	known error	supplier
component CI	known error database	test
configuration	live environment	transition
configuration baseline	normal change	transition planning and support
configuration control	operational level agreement	urgency
configuration identification	outcome	utility
configuration item	post-implementation review	validation
configuration management	priority	verification
database	programme	verification and audit
configuration record	project	version
configuration structure	projected service outage	warranty
continual service improvement		

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