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ITIL®

**PROFESSIONAL
QUALIFICATION SCHEME**

INTERMEDIATE QUALIFICATION

SERVICE LIFECYCLE

SERVICE DESIGN CERTIFICATE

QUALIFICATION SYLLABUS



APM Group-The Accreditor

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THE ITIL INTERMEDIATE QUALIFICATION: 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 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 Design publication.

Target Candidate

The course syllabus covers the management and control of the activities and techniques within Service Design, but not the detail of 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
- IT trainers
- Individuals who require a detailed understanding of the ITIL Service Design phase of the ITIL core Lifecycle and how it may be implemented to enhance the quality of IT service provision within an organisation
- 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 seeking the ITIL Expert certification in IT Service Management for which this qualification is one of the prerequisite modules
- Individuals seeking progress towards the ITIL Master in IT Service Management for which the ITIL Expert is a prerequisite

Prerequisite Entry Criteria

Candidates wishing to be trained and examined for this qualification must already hold the ITIL Foundation Certificate in IT Service Management (the V3 Foundation or V2 Foundation plus Bridge Certificate) which shall be presented as documentary evidence to gain admission.

Eligibility for Examination

To be eligible for the ITIL Intermediate Qualification: Service Design examination, the candidate shall fulfil the following requirements:

- At least 21 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 requirement but a basic IT literacy and around 2 years IT experience are 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 least 21 hours of personal study by reviewing the syllabus and the Service Design book in preparation for the examination

Syllabus at a Glance:

Learning Unit SD01: Introduction to Service Design

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

- Understand the strategy of differentiating value-creation and articulate all the benefits to the business that result from efficient Service Design
- Service Acceptance Criteria and how to use them to create value
- The contents and use of Service Design Packages
- The underpinning processes, functions and assets that link business value to IT services
- The fundamental aspects of Service Design

Learning Unit SD02: Service Design Principles

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

- 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 – Support problem solving by putting theory into practice, interpret principles and relationships

- 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 – Support problem solving by putting theory into practice, interpret principles and relationships

- 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 – Support problem solving by putting theory into practice, interpret principles and relationships

- 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: Consideration of Technology

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

- 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 – Support problem solving by putting theory into practice, interpret principles and relationships

- The creation, implementation and use of Critical Success Factors and Key Performance Indicators as ways to improve designed services
- 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

Qualification Learning Objectives

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

- Management and control of all Service Design activities
- Management and application of Service Design concepts, inputs, outputs and activities
- Knowledge of Service Design principles and management of Service Design processes
- Control and coordination of Service Design technology related activities
- Organisational and technological issues related to Service Design
- Analysis, justification and selection of the implementation approaches, challenges, critical success factors and risks
- The importance of Service Management as a Practice concept and Service Design Principles, Purpose and Objectives
- How all processes in ITIL Service Design interact with other Service Lifecycle Processes
- The sub-processes, activities, methods and functions used in each of the ITIL Service Design processes
- The roles and responsibilities within ITIL Service Design and the activities and functions to achieve Service Design excellence
- How to measure ITIL Service Design
- Technology and implementation considerations surrounding ITIL Service Design
- Challenges, Critical Success Factors and Risks associated to ITIL Service Design

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

Level 5 - The SYNTHESIS level: At this level the candidate is able to put back together again the various parts or elements of a concept into a unified organization or whole. This putting together again and making sense of small parts is a crucial factor in intelligence and learning. Examination questions at this level would include scenarios involving creating, writing, designing, combining, composing, organizing, revising and planning. This level of learning in order to occur must include the first four levels – knowing, comprehending, analyzing and applying. This level of learning is probably the most intense and exciting for the candidate.

Level 6 - The EVALUATING phase: In this phase the candidate is able to arrive at an overview and to judge the value and relative merit of ideas or procedures by using appropriate criteria. At this level of learning the candidate will be able to compare, judge, appraise, justify, criticize and contrast theories, procedures, methods and concepts. This level involves mastery of the five previous levels of knowing, comprehending, applying analyzing and synthesizing.

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

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

Bloom Levels and taxonomy	Used by ITIL qualification	Intellectual activity in learning outcome and exam proficiency
1. Knowing 2. Comprehending	ITIL Service Management Foundation Level stream (includes V2 – V3 Foundation Bridge qualification	The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals. <i>Vernacular examples used in Syllabus:</i> Understand; Describe; Identify
3. Applying 4. Analyzing	ITIL Service Management Lifecycle Stream Capability Stream Managing Across the Lifecycle	The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom, in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences. <i>Vernacular examples used in Syllabus:</i> Analyze; Demonstrate; Apply; Distinguish; Justify; Produce; Decide
5. Synthesis 6. Evaluate	ITIL Service Management Managing Across the Lifecycle – level 5 only ITIL Service Management Professional – Advanced Series	The ability to create patterns or structure from composite elements to achieve a new meaning or outcome. Can make judgment, 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 Qualifications will examine according to the Bloom level assigned to each syllabus learning unit within each of the Service Lifecycle and Service Capability streams. This means that a candidate must be prepared to be tested up to and including that level for any question related to that learning unit or units.

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

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

Service Design Syllabus

The ITIL Intermediate Qualification: Service Design is awarded to those who complete the following seven units of study and successfully pass the relevant examination.

Core guidance references with publication reference (SS - Service Strategy, SD – Service Design, ST – Service Transition, SO – Service Operation, CSI – Continual Service Improvement) and section numbers are included along with indicative contact study hours.

The contact hours are shown in each learning unit and are suggested to provide adequate time to cover the core guidance content however Accredited Training Organizations (ATOs) are encouraged to combine or reorder the learning units in any way that suits the flow of their courseware content delivery. All ATO's must ensure however, the minimum contact hours for Eligibility for examination are met.

Section numbers are indicated as “chapter . section . subsection” (X.X.X). Unless otherwise indicated, instructional coverage of the content of the entire section referenced is assumed.

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SL: SD01 Introduction to Service Design</p>	<p>This learning unit covers the core concepts and terminology used in Service Design. Service Design concepts cover new or changed services, Service Management systems and tools, especially the Service Portfolio and the Service Catalogue; technology architecture and management systems; the processes and measurement methods and metrics.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand and describe:</p> <ul style="list-style-type: none"> • Service Management as a practice Core Guidance references - SD 2.1 • Service, its value proposition and composition Core Guidance references - SD 2.2, SS 2.2 • Function, Process and Role Core Guidance references - SD 2.3 • Purpose, goals and objectives of Service Design Core Guidance references - SD 2.4.1, 3.1 • Scope of Service Design Core Guidance references - SD 2.4.2 • Business value Core Guidance references - SD 2.4.3 • The contents and use of the Service Design Package Core Guidance references - SD 4 (introductory paragraphs prior to SD 4.1), Appendix A • The contents and use of Service Acceptance Criteria Core Guidance references – SD Appendix B 	<p>Up to Bloom level 2 Knowing and Comprehending</p> <p>A full understanding of Service Design terms and core concepts.</p> <p>The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals.</p>
	<p>Contact hours recommended – 2.0</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SL: SD02 Service Design Principles</p>	<p>This learning unit covers more focused aspects of Service Design. Service Design principles and service composition are covered and emphasized with the importance 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.</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"> • Service Design principles and service composition Core Guidance references - SD 3 - (introductory paragraphs prior to SD 3.1) • The importance of and approach to balanced design Core Guidance references - SD 3.2 • Service requirements, business requirements and drivers Core Guidance references - SD 3.3, 3.4 • Design activities and their constraints Core Guidance references - SD 3.5, 3.7, 3.8 • The principles and the five aspects of Service Design: <ul style="list-style-type: none"> • Design aspects Core Guidance references – SD 3.6 (Introductory paragraphs prior to SD 3.6.1) • Designing service solutions Core Guidance references – SD 3.6.1 • Designing supporting systems, especially the Service Portfolio Core Guidance references – SD 3.6.2 • Designing technology architectures Core Guidance references – SD 3.6.3 • Designing processes Core Guidance references – SD 3.6.4 • Designing measurement systems and metrics Core Guidance references – SD 3.6.5 • Business Service Management and Service Oriented Architecture principles Core Guidance references – SD 3.9, SD 3.10 • Service Design models Core Guidance references – SD 3.11 	<p>Up to Bloom level 4 Applying Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to SD principles.</p>
	Contact hours recommended – 4.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SL: SD03 Service Design Processes</p>	<p>This unit covers the managerial and supervisory aspects of the ITIL processes covered in the Service Design stage. The high level management activities and techniques employed by Service Design are related to Service Catalogue, Service Levels, Capacity, Availability, IT Service Continuity, Information Security, and Suppliers. It excludes the day-to-day operation of the processes which are covered in the corresponding Capability Modules.</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 activities and techniques, but not the detailed process steps, for the following processes <ul style="list-style-type: none"> • Service Catalogue Management Core guidance references - SD 4.1 • Service Level Management Core guidance references - SD 4.2 • Capacity Management Core guidance references - SD 4.3 • Availability Management Core guidance references - SD 4.4 • IT Service Continuity Management Core guidance references - SD 4.5 • Information Security Management Core guidance references - SD 4.6 • Supplier Management Core guidance references - SD 4.7 • The five aspects of Service Design (as they relate to the management of Service Design processes Core guidance references - SD 4 (introductory paragraphs prior to SD 4.1) 	<p>Up to Bloom level 4 Applying Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to SD processes.</p>
	<p>Contact hours recommended – 7.0</p>	

ITIL SL: SD04 Service Design technology-related activities	<p>This learning unit covers the Management of Technology related activities commonly performed in the Service Design stage. Requirements Engineering is covered and related to the activities / techniques associated with Data and Information Management as well as Application Management.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyze:</p> <ul style="list-style-type: none"> • The 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 level 4 Applying Analyzing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to SD technology-related activities.
Contact hours recommended – 2.0		
ITIL SL: SD05 Organizing for Service Design	<p>This unit covers the aspects associated with the Service Design roles, responsibilities and capabilities. Techniques for assigning roles are introduced and explained.</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"> • Functional roles analysis and the use of the RACI matrix Core guidance references - SD 6 (introductory paragraphs prior to SD 6.1) 6.1, 6.2 • The roles and responsibilities within Service Design Core guidance references - SD 6.4 	Up to Bloom level 4 Applying Analyzing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to SD organization aspects.
Contact hours recommended – 1.5		
ITIL SL: SD06 Technology considerations	<p>This unit covers technology considerations for Service Design.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyze:</p> <ul style="list-style-type: none"> • Types of tools that would benefit Service Design Core guidance references – SD 7 (introductory paragraphs prior to SD 7.1) SD 7.1 • Requirements for Service Management tools Core guidance references - SD 7.2 	Up to Bloom level 4 Applying Analyzing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to SD technology considerations.
Contact hours recommended – 1.0		

<p>ITIL SL: SD07 Implementation and improvement of Service Design</p>	<p>This unit covers how the implementation and improvement of Service Design is addressed within an organization. Pertinent techniques are addressed and reviewed: Business Impact Analysis, Service Level Requirements, and risks assessment. Also covered are Critical Success Factors and Key Performance Indicators.</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 Service Design issues relating to: <ul style="list-style-type: none"> • 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 through the use of Critical Success Factors and Key Performance Indicators Core guidance references - SD 4.1.8, 4.1.9, 4.2.7, 4.2.9, 4.3.7, 4.3.9, 4.4.7, 4.4.9, 4.5.7, 4.5.9, 4.6.7, 4.6.9, 4.7.7, 4.7.9, 8.5, 8.5.2 • Prerequisites for success and risks affecting Service Design activities and processes Core guidance references - SD 8.5.1, 9.1, 9.2 	<p>Up to Bloom level 4 Applying Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to SD implementation and improvement.</p>
	Contact hours recommended – 2.0	
<p>ITIL SL: SD08</p>	<p>Summary, Exam Preparation and Directed Studies</p> <p>This unit summarises the material covered in the previous units and prepares candidates for the examination. It is likely that most course providers will wish to offer, and review, at least one mock examination opportunity.</p>	
	Contact hours recommended – 2.0	

Lecture and exercises

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

Format of the Examination

Type	Eight (8) multiple choice, scenario-based, gradient scored questions. Each question will have 4 possible answer options, one of which is worth 5 marks, one which is worth 3 marks, one which is worth 1 mark, and one which is a distracter and achieves no marks.
Duration	Maximum 90 minutes for all candidates in their respective language.
Provisions for Additional Time relating to language	Candidates completing an exam:- <ul style="list-style-type: none"> in a language that is not their mother tongue, and in a country where the language of the exam is not a business language in the country, have a maximum of 120 minutes to complete the exam and are allowed the use of a dictionary
Prerequisite	ITIL V3 Foundation Certificate or ITIL V2 Foundation plus Bridge Certificate and completion of an accredited Course from an ITIL Accredited Training Provider
Supervised	Yes
Open Book	No
Pass Score	28/40 or 70%

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 V3 Expert Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute

Approved Delivery Structure

Structure	Operational Standard Requirements
Training Delivery	Training providers are free to structure and organize their training in the way they find most appropriate, provided the units of the syllabus are sufficiently covered. Training must be delivered via an ATO based on this syllabus. Training can be delivered virtually, via an e-learning / learning technology solution.

Terminology List

Candidates are expected to understand the following terms after completing an SD course.

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

Acceptance	Invocation
Agreed Service Time*	IT Service Continuity Management (ITSCM)*
Agreement*	IT Service Continuity Plan*
Analytical Modelling	Maintainability*
Application*	Management of Risk (MoR)*
Application Management*	Mean Time Between Failures (MTBF)*
Application Portfolio	Mean Time Between Service Incidents (MTBSI)*
Application Service Provider (ASP)	Mean Time To Repair (MTTR)*
Application Sizing	Mean Time to Restore Service (MTRS)*
Architecture	Middleware
Availability*	Operational Level Agreement (OLA)*
Availability Management*	Percentage utilisation*
Availability Management Information System (AMIS)*	Planned Downtime*
Availability Plan*	Portable Facility
Brainstorming	Reciprocal Arrangement
Business Capacity Management (BCM)*	Recovery*
Business Continuity Management (BCM)*	Recovery Option
Business Continuity Plan (BCP)*	Redundancy*
Business Service	Reliability*
Business Service Management (BSM)	Requirement*
Capacity*	Resilience*
Capacity Management*	Return to Normal
Capacity Management Information System (CMIS)*	Risk Management*
Capacity Plan*	Service Capacity Management (SCM)*
Capacity Planning*	Service Catalogue*
Cold Standby	Service Design*
Commercial off the Shelf (COTS)	Service Design Package (SDP)*
Component Capacity Management (CCM)	Service Failure Analysis (SFA)
Component Failure Impact Analysis (CFIA)	Service Hours*
Confidentiality*	Service Level Agreement (SLA)*
Continuous Availability*	Service Level Management (SLM)*
Continuous Operation*	Service Level Requirement (SLR)*
Countermeasure*	Service Level Target
Crisis Management	Serviceability*
Critical Success Factor (CSF)*	Simulation modelling
Design*	Single Point of Failure (SPOF)*
Development*	SMART
Development Environment*	Standby*
Downtime*	Statement of Requirements (SOR)
Expanded Incident Lifecycle*	Supplier*
Fast Recovery	Supplier and Contract Database (SCD)*
Fault Tolerance	Supplier Management*
Fault Tree Analysis (FTA)	Terms of Reference (TOR)
Fit for Purpose*	Threat*
Fixed Facility	Throughput
Gradual Recovery	Tuning
High Availability*	Underpinning Contract (UC)*
Hot Standby	Usability
Immediate Recovery	Use Case
Information Security Management (ISM)*	Vital Business Function (VBF)*
Information Security Management System (ISMS)*	Vulnerability*
Information Security Policy*	Warm Standby
Integrity*	
Intermediate Recovery	

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