



## **Factsheet**

### **ITIL®-V3 Capability module Release, Control and Validation**



## **1. GENERAL**

### **1.1. Course data and course hours**

Training courses IT Service Management Capability module Release, Control and Validation Version 3 based on ITIL®, are delivered in 4 days theory including exam preparation.

Course hours from 09:00h to 17:00h.

### **1.2. Study load**

Study load for the IT Service Management Capability module Release, Control and Validation Version 3 based on ITIL® (contact hours, assignments and study hours) is approximately 42 hours, based on an average entrance level of the course participants.

### **1.3. Group**

Minimal number of participants in the group in the training course IT Service Management Capability module Release, Control and Validation Version 3 based on ITIL® is 6 students.

Maximum number of participants in the group in the training course IT Service Management Capability module Release, Control and Validation Version 3 based on ITIL® is 12 students.



## **2. COURSE CONTENT**

### **2.1. Training course items**

The following items will be discussed and trained in the training course IT Service Management Capability module Release, Control and Validation Version 3 based on ITIL®:

See paragraph 3.2, **Learning Objectives**

The course items are based on specifications delivered by APMG. During the training course the students will accomplish assignments based on the discussed items.

### **2.2. Training course materials**

All training course materials are accredited.

Syllabus, containing:

- Hand-outs of the presentations;
- Assignments;
- Sample exams.

Hand-out result indication of the sample exam questions.

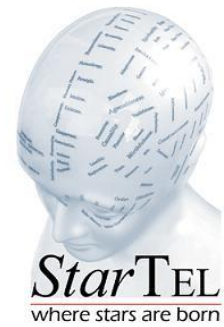
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Core ITIL® publications:

- ITIL® Service Strategy  
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### **2.3. Certification**

The training course is given by certified trainers with usage of accredited training materials. This guarantees that the participants are able to sit the official EXIN or APMG exam to obtain the APMG "ITIL® Version 3 Capability module Release, Control and Validation" certificate.

### **2.4. Exam IT Service Management Capability module Release, Control and Validation Version 3 based on ITIL®**

After attending the training course IT Service Management Capability module Release, Control and Validation Version 3 based on ITIL®, optional followed by an exam preparation and sufficient study hours the student will be prepared for the EXIN/APMG exam "ITIL® V3 Capability module Release, Control and Validation".

The exam consists of 8 Complex Multiple Choice questions, where the students will pass the exam with 70% or more correct score.

The duration of the exam is xx hours/minutes.

Exams "ITIL® V3 Capability module Release, Control and Validation" are delivered on daily basis.

Information about exam dates and subscription for the exam through the website [www.exin.nl](http://www.exin.nl) or [www.exin-exams.com](http://www.exin-exams.com).

This site also contains the pricelist.

Possession of an "ITIL® Version 3 Foundation" certificate is a prerequisite for all further ITIL® training courses.



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 5marks, 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



### **3. MODULE INFORMATION FROM EXIN / APMG**

#### **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.

#### **3.1. 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 organization.
- IT professionals that are working within an organization that has adopted and adapted ITIL who need to be informed about and thereafter contribute to an ongoing service improvement programme
- Operational staff involved in Change Management, Release and Deployment Management, Service Validation and Testing, Service Asset and Configuration Management, Request 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.



### **3.2. 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 realize successful service transition
- Service validation and testing as a capability to assure the integrity and the quality of service transition
- Service asset and configuration management as a capability to monitor the state of service transition
- Knowledge management as part of enhancing the on-going management decision support and service delivery capability
- 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



### **3.3. 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.

### **3.4. 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 Organization (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

### **3.5. 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.

**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

