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ITIL®

**PROFESSIONAL
QUALIFICATION SCHEME**

INTERMEDIATE QUALIFICATION

SERVICE LIFECYCLE

SERVICE TRANSITION CERTIFICATE

QUALIFICATION SYLLABUS



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THE ITIL INTERMEDIATE QUALIFICATION: SERVICE TRANSITION CERTIFICATE

The ITIL Intermediate Qualification: Service Transition 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 Transition publication.

Target Candidate

The course covers the management-level concepts of Service Transition and core information of the supporting activities within Service Transition, but not the specific details of each of the supporting processes.

The main target group for the ITIL Intermediate Qualification: Service Transition 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 Transition 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 Transition environment and requiring a detailed understanding of the processes, functions and activities involved
- Individuals seeking the ITIL Expert 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 Transition examination, candidates 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 two 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 recommended that candidates should complete at least 21 hours of personal study by reviewing the syllabus and the Service Transition book in preparation for the examination

Syllabus at a Glance:

Learning Unit ST01: Introduction to Service Transition

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

- The Flow of Service Transition and where the “Service Transition evaluation points occurs in the flow
- Ways that Service Transition adds value to the business
- The inputs to and outputs from Service transition as it interfaces with the other service lifecycle phases
- The fundamental aspects of Service Transition and be able to define them

Learning Unit ST02: Service Transition Principles

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

- The utility of a service as defined in terms of the business outcomes that customers expect
- How services provide value by increasing the performance of customer assets while removing risks
- Service Transition best practices in relation to stakeholder relationships and how these best practices can be applied
- How to ensure the quality of a new or changed service

Learning Unit ST03: Service Transition Processes

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

- How to integrate Service Transition with the processes that interact with Service Transition
- The flow of Service Transition as it relates to the transition planning, transition support, service validation and testing as well as evaluation.

Learning Unit ST04: Service Transition related activities

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

- How to address and manage Communication aspects/strategy of Service Transition
- How to address organizational change from planning through to communication and implementation, and the interactions with the other lifecycle stages
- How to use all the methods, practices and techniques available to manage change
- Stakeholder management and how to achieve this within an existing organization

Learning Unit ST05: Organizing for Service Transition

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

- Service Transition roles and responsibilities, where and how they are used as well as how a Service Transition organization would be structured to use these roles
- The interfaces that exist between Service Transition and other organizational units (including third parties) and the “handover points”
- Why Service Transition needs Service Design and Service Operation, what it uses from them and how

Learning Unit ST06: Consideration of Technology

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

- Technology requirements that supports Service Transition, where and how these would be used
- Types of Knowledge Management, Service Asset and Configuration Management and workflow tools that can be used to support Service Transition

Learning Unit ST07: Implementation and improvement of Service Transition

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

- The stages for introducing Service Transition into an organization
- The design, creation, implementation and use of Critical Success Factors and Key Performance Indicators as ways to measure and improve Service Transition
- Challenges, risks and prerequisites for success in Service Transition

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:

- Introduction to Service Transition
- Service Transition Principles
- Management and control of all Service Transition activities
- Service Transition Related activities around communications, commitment and organisational change
- Organizing Service Transition
- Control and coordination of Service Transition technology related activities
- Analysis, justification and selection of the implementation approaches, challenges, critical success factors and risks

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

Level of Difficulty

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

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

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

Level 1 - The KNOWING level: The candidate is able to bring to mind or remember the appropriate material. The examination questions associated with this level tax the candidate's memory and include such tasks as defining, recalling, listing, recognizing, describing and naming.

Level 2 - The COMPREHENDING stage: The candidate is able to understand or grasp the meaning of what is being communicated and make use of the idea without relating it to other ideas or materials and without seeing the fullest possible meaning or translation of the idea. Examination questions at this level would include scenarios giving examples of, illustrating, inferring, summarizing and interpreting. These actions involve the knowing which has taken place at the first level.

Level 3 - The APPLYING level: The candidate should be able to use ideas, principles and theories in new, particular and concrete situations. Examination questions at this level involve both knowing and comprehension and might include choosing appropriate procedures, applying principles, using an approach or identifying the selection of options.

Level 4 - The 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 Transition Syllabus

The ITIL Intermediate Qualification: Service Transition is awarded to those who complete the following seven units of study and 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 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
ITIL SL: ST01 Introduction to Service Transition	<p>This unit introduces the candidate to the concepts and terminology in the field of Service Management in general and the main goals and objectives of Service Transition.</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 - ST 2.1 • Service, its value proposition and value composition Core Guidance References - ST 2.2 • Functions, Processes and Roles Core Guidance References - ST 2.3 • The purpose, goals and objectives of Service Transition Core Guidance References - ST 2.4.1 • The scope of Service Transition and the types of processes used by Service Transition Core Guidance References – ST 2.4.2, 2.4.6 • The position of Service Transition within the service lifecycle , the interfaces, inputs and outputs Core Guidance References - ST 2.4.5 • Potential value to business Core Guidance References - ST 2.4.3 	<p>Up to Bloom level 2 Knowing and Comprehending</p> <p>A full understanding of Service Transition 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 – 2.5</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SL: ST02 Service Transition Principles	Service Transition Principles <p>This learning unit covers more focused aspects of the basic guiding principles of Service Transition. Specific to this unit, the difference between utilities, warranties, capabilities and resources in delivering the service.</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 concept of service and role of utilities, warranties, capabilities and resources in delivering the service Core Guidance References - ST 3.1 • The key policies and best practice principles that aid effective Service Transition Core Guidance References - ST 3.2.1 to 3.2.14 inclusive 	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 ST principles.
	Contact hours recommended – 2.0	
ITIL SL: ST03 Service Transition Processes	<p>This unit covers the managerial and supervisory aspects of the ITIL processes covered in the Service Transition stage (but excludes the day to day operation of the processes which are primarily covered in the Release, Control and Validation module).</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"> • Transition Planning and Support Core Guidance References - ST 4.1 • Change Management Core Guidance References - ST4.2 • Service Asset and Configuration Management Core Guidance References - ST 4.3 • Release and Deployment Management Core Guidance References - ST 4.4 • Service Validation and Testing Core Guidance References - ST 4.5 • Evaluation Core Guidance References - ST 4.6 • Knowledge Management Core Guidance References - ST 4.7 	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 ST processes.
	Contact hours recommended – 7.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SL: ST04 Service Transition common operation activities	<p>This learning unit introduces a high-level view of the Communications and Stakeholder Management activities which support Service Transition. The topics include Managing Communications, Commitment, Organizational Change and Stakeholder Change. The aspects of organizational roles, responsibilities are covered along with how to plan and implement organizational change. Methods, practices and techniques related to assessing organizational readiness for and monitoring progress of organizational change is also covered.</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"> • Managing Communications and Commitment Core Guidance References - ST 5.1 • Managing Organizational and Stakeholder Change Core Guidance References - ST 5.2 <ul style="list-style-type: none"> • Organizational roles, responsibilities for managing change Core Guidance References - ST 5.2.2 • Service Transitions Roles within organizational change Core Guidance References - ST 5.2.3 • Planning and Implementing organizational change Core Guidance References – ST 5.2.5 • Outputs from other lifecycle stages which assist with managing organizational change Core Guidance References - ST 5.2.6 • Assessing organizational readiness for change Core Guidance References – ST 5.2.7 • Monitoring progress of organizational change Core Guidance References - ST 5.2.8 • Methods, practices and techniques used in managing change Core Guidance References - ST 5.2.10 • Stakeholder Management Core Guidance References - ST 5.3 	<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 ST activities.</p>
	Contact hours recommended – 3.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SL: ST05 Organizing for Service Transition	<p>This learning unit explores roles, responsibilities and organizational structures that are appropriate within Service Transition. Service Transition Roles and responsibilities are reviewed along with the organizational context of Service Transition. Everything is tied together with a review of the relationship of Service Transition with other lifecycle phases.</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 Transition Roles and Responsibilities Core Guidance References - ST 6.1, 6.3 • Organizational context for Service Transition Core Guidance References - ST 6.2 • The relationship of Service Transition with other lifecycle phases Core Guidance References - ST 6.4 	<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 ST Roles and responsibilities.</p>
	Contact hours recommended – 2.0	
ITIL SL: ST06 Technology for Service Transition	<p>This learning unit covers technology considerations for Service Transition. Technology's role in Service Transition is explored, as well as how it should be "designed in", and the mechanisms for maintaining and maximizing benefit from the technology. A range of tools are reviewed from enterprise-wide tools through more specific ITSM technology and support tools.</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"> • Technology requirements for Service Transition that support Service Transition as a whole and, support Service Transition's integration into the whole lifecycle Core Guidance References - ST 7 	<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 ST Technology.</p>
	Contact hours recommended – 1.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SL: ST07 Implementing and improving Service Transition	<p>This unit covers the implementation and improvement of Service Transition in an organisation.</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 stages of introducing Service Transition to an organisation Core Guidance References - ST 8.1 • Justification Core Guidance References - ST 8.1.1 • Design Core Guidance References - ST 8.1.2 • Management of cultural change, risks and value Core Guidance References - ST 8.1.3,8.1.4, 8.1.5 • Measurement through analyzing critical success factors and key performance indicators Core Guidance References - ST 9.2 • Challenges, pre-requisites for success and risks that affect the likely viability of new and changed services Core Guidance References -ST 9.1, 9.2, 9.3 • Challenges facing Service Transition Core Guidance References - ST 9.1 • External factors that affect the approach to Service Transition Core Guidance References - ST 9.4 	<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 ST implementation and improvement concepts.</p>
	Contact hours recommended – 2.0	
ITIL SL: ST08	<p>Summary, Exam Preparation and Directed Studies</p> <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 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 to target groups by an accredited provider/trainer. Any provider/trainer must hold the following qualifications to be eligible to provide this syllabus:

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

A Candidate is expected to understand the following terms after completing an ST course:

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

Assembly test	Push
Asset management	Recoverability
Attribute	Regression test
Back-out	Release*
Baseline	Release and Deployment Management*
Benchmark*	Release Package
Big bang	Release Unit*
Business Case*	Release window
Business value	Remediation*
Capability	Request for change (RFC)*
Change Advisory Board (CAB) *	Risk*
Change authorization	Secure library
Change initiator	Secure store
Change Management	Service Asset and Configuration Management (SACM) *
Change model*	Service Assets*
Change schedule	Service Catalogue*
Component test	Service Change
Configuration item (CI)*	Service Design Package (SDP) *
Configuration Management*	Service Knowledge Management System (SKMS)*
Configuration Management database (CMDB) *	Service operational readiness test
Configuration Management system (CMS) *	Service Portfolio*
Contract*	Service provider* interface test
Cultural change	Service rehearsal
Definitive media library (DML) *	Service release test
Deployment*	Service test
Early life support (ELS) *	Seven R's of Change Management*
Emergency Change*	Stakeholder*
Emergency Change Advisory Board (ECAB) *	Stakeholder management
Emotional cycle of change	Stakeholder map
Evaluation	Standard change*
Exit criteria	Status accounting
Impact*	Stress testing
Incident	Test model
Integration test	Testing*
Knowledge Management (KM) *	Urgency*
Knowledge transfer	Utility*
Known Error*	Validation
Load testing	Verification
Normal Change*	Warranty*
Organizational change	Workaround*
Pilot	
Pull	

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