This is a United Kingdom government regulated qualification which is administered and approved by one or more of the following: Ofqual, Qualifications Wales, CCEA Regulation or SQA.
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Introduction

The final stage within the BCS three-stage Higher Education Qualification program, the Level 6 Professional Graduate Diploma (PGD) enables candidates who have already achieved the Level 5 Diploma in IT to gain depth of knowledge and expertise in their field.

Our modules have been created in-line with the SFIAPlus framework and latest developments in the industry, giving you a competitive edge in the IT job market and showing your dedication to the industry. You will have the opportunity to learn about topics such as advanced database management, network information systems, web engineering and programming paradigms, as well as to build upon knowledge and skills developed during the Level 5 Diploma.

To successfully achieve the qualification, candidates need to complete:

- One core module (Professional Project in IT)
- Four optional modules

Depending on entrance conditions, completing the Level 6 PGD in IT may support entry onto a Master’s degree course at selected global universities.

Computer Services Management optional module

The Computer Services Management module is an optional module that forms part of the Level 6 PGD in IT – the final stage within the BCS three-stage Higher Education Qualification program.

Candidates will develop their skills in general service management and their awareness of key developments in the IT sector. The module will also give candidates the opportunity to use these skills and competencies pro-actively to deliver excellent service to customers.
Qualification Suitability and Overview

Candidates must have achieved the Diploma in IT or have an appropriate exemption in order to be entered for the Professional Graduate Diploma (PGD). Candidates can study for this PGD by attending a training course provided by a BCS accredited Training Provider or through self-study, although it is strongly recommended that all candidates register with an approved centre. Studying with an approved centre will deliver significant benefits.

Candidates are required to become a member of BCS, The Chartered Institute for IT, to sit and be awarded the qualifications. Candidates may apply for a four-year student membership that will support them throughout their studies.

The Level 6 PGD is suitable for professionals wishing to gain an advanced formal IT qualification, and this module may be particularly relevant for candidates interested in career opportunities such as cyber security analysis, information systems management, or IT consultancy.

<table>
<thead>
<tr>
<th>Total Qualification Time (Certificate)</th>
<th>Guided Learning Hours (Module)</th>
<th>Assessment Time (Exam)</th>
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<tbody>
<tr>
<td>1414 hours</td>
<td>250 hours</td>
<td>Three hours</td>
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SFIA Levels

This award provides candidates with the level of knowledge highlighted within the table, enabling candidates to develop the skills to operate successfully at the levels of responsibility indicated.

<table>
<thead>
<tr>
<th>Level</th>
<th>Levels of Knowledge</th>
<th>Levels of Skill and Responsibility (SFIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K7</td>
<td></td>
<td>Set strategy, inspire and mobilise</td>
</tr>
<tr>
<td>K6</td>
<td>Evaluate</td>
<td>Initiate and influence</td>
</tr>
<tr>
<td>K5</td>
<td>Synthesise</td>
<td>Ensure and advise</td>
</tr>
<tr>
<td>K4</td>
<td>Analyse</td>
<td>Enable</td>
</tr>
<tr>
<td>K3</td>
<td>Apply</td>
<td>Apply</td>
</tr>
<tr>
<td>K2</td>
<td>Understand</td>
<td>Assist</td>
</tr>
<tr>
<td>K1</td>
<td>Remember</td>
<td>Follow</td>
</tr>
</tbody>
</table>
SFIA Plus

This syllabus has been linked to the SFIA knowledge skills and behaviours required at Level 6.

ASMG4

Controls IT assets in one or more significant areas, ensuring that administration of the acquisition, storage, distribution, movement and disposal of assets is carried out. Produces and analyses registers and histories of authorised assets (including secure master copies of software, documentation, data, licenses and agreements for supply, warranty and maintenance), and verifies that all these assets are in a known state and location. Acts to highlight and resolve potential instances of unauthorised assets such as unlicensed copies of software.

AVMT4

Contributes to the availability management process and its operation and performs defined availability management tasks. Analyses service and component availability, reliability, maintainability and serviceability. Ensures that services and components meet and continue to meet all of their agreed performance targets and service levels. Implements arrangements for disaster recovery and documents recovery procedures. Conducts testing of recovery procedures.

BURM4

Investigates and reports on hazards and potential risk events within a specific function or business area.

CHMG4

Assesses, analyses, develops, documents and implements changes based on requests for change.

CFMG4

Proposes and agrees the configuration items (CIs) to be uniquely identified with naming conventions. Ensures that operational processes are in place to maintain secure configuration, consistent classification and management of CIs, and for the verification and audit of configuration records. Develops, configures and maintains tools (including automation) to identify, track, log and maintain accurate, complete and current information. Reports on the status of configuration management. Identifies problems and issues and recommend corrective actions.

CSMG4

Monitors service delivery channels human, digital, self-service, automated) and collects performance data. Assists with the specification, development, research and evaluation of services standards. Applies these standards to resolve or escalate issues and gives technical briefings to staff members.

FMIT4

Monitors and maintains all required financial records for compliance and audit to all agreed requirements. Assists all other areas of IT with their financial tasks, especially in the areas of identification of process, service, project and component costs and the calculation and subsequent reduction of all IT service, project, component and process failures. Contributes to financial planning and budgeting. Collates required financial data and reports for analysis and to facilitate decision making.

SCAD4

Maintains security administration processes and checks that all requests for support are dealt with according to agreed procedures. Provides guidance in defining access rights and privileges. Investigates security breaches in accordance with established procedures and recommends required actions and supports / follows up to ensure these are implemented.
Further detail around the SFIA Levels can be found at www.bcs.org/levels.

Learning Outcomes

Upon completion of this module, candidates will be able to:

- Describe the purpose of a computer services organisation and the essential relationships it must have with customers, including the fundamental concept of service.
- Describe options for the organisation of an appropriate computer services function for a particular organisational setting.
- Describe the main business processes that should be implemented for such a function to be effective, and the resources required to deliver them.
- Describe effective and professional approaches to procuring essential resources including staff, equipment, software and services necessary to deliver the main business processes.
- Explain why each aspect of the syllabus is important.
- Use their knowledge to address problem-solving in relevant situations.
1. **Service concept**

**Learners will be able to:**

1.1 **Describe the concept of a service.**

**Indicative content**

- a. ITIL definition of a service
- b. How services add value to stakeholders
- c. How services create outcomes for users
- d. Service consumers, e.g. users, customers, sponsors

**Guidance**

Candidates should be able to recognise that services (via outcomes) are the basis of the value provided by IT to businesses and IT consumers.

1.2 **Explain customer needs.**

**Indicative content**

- a. ITIL definitions of a customer, consumer, user and sponsor
- b. Relating customer needs to service outcomes
- c. Roles of the service desk, service level management and relationship management practices
- d. Components of value, e.g. utility and warranty

**Guidance**

Candidates should be able to understand the different needs and perspectives of customers, users, stakeholders and sponsors. ITIL 4 has a specific definition of customers that is different from users and sponsors. Candidates will need to be able to recognise this within CSM, ensuring that together these are known as consumers and are a subset of stakeholders.

1.3 **Explain customer satisfaction levels.**

**Indicative content**

- a. Methods for gathering satisfaction feedback
- b. Mapping satisfaction against need and usage
- c. Recognising differences between consumers, e.g. customers, users and sponsors

**Guidance**

Techniques for gathering feedback may include service desk call-backs, surveys and structured interviews. Candidates should be able to recognise that satisfaction is subjective and varies over time; it is also based on value perception and refers to outcomes, utility and warranty.
1.4 Describe the customer relationship.

**Indicative content**

a. Relationship between the customer and the service provider
b. Relationship management to deliver positive outcomes
c. Recognition of customers vs. users vs. sponsors
d. Relationship management activities of the service provider

**Guidance**

Candidates should be able to recognise that the relationship is between the customer and the service provider. They should be able to understand both the basis of relationship management and the basis of value, as well as recognise the position and perspective of different stakeholders including users, customers and sponsors.

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1.5 Explain how to achieve operational success.

**Indicative content**

a. Dependence on SLAs
b. Relationship with non-functional requirements
c. Measurement through process KPIs

**Guidance**

Candidates will need to understand the basic concepts of service level agreements and performance measurement and reporting.

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1.6 Demonstrate use of the capability maturity model (CMM).

**Indicative content**

a. Five levels of maturity in the CMM
b. What these represent and indicate
c. Methods and benefits of increasing maturity
d. Concept of both meeting demand and realising opportunities (e.g. reactive vs proactive improvement)

**Guidance**

Candidates should be familiar with the basic CMM structure and how it applies within IT generally and to processes in particular. They should also be able to recognise the use of the CMM to undertake a baseline and the means and benefits of moving up the maturity scale.
2. Organisation

Learners will be able to:

2.1 Explain organisational groups.

**Indicative content**

a. Organisational groups as departments and teams, e.g. permanent
b. Temporary organisational groups, e.g. for projects
c. Roles and responsibilities of managers, team leaders and members
d. Development of organisational culture

**Guidance**

Candidates should be aware of the positives and negatives of team working, e.g. synergy and collaboration versus governance and bureaucracy. They should also recognise that an organisation can develop a culture, either positive or negative, and be familiar with organisational structures including matrix management and reporting lines.

2.2 Describe and explain how to deal with customers, users, sponsors and other stakeholders.

**Indicative content**

a. Managing relationships with users via the service desk
b. Managing relationships with customers via SLAs and service level management
c. Relationship management for senior stakeholders
d. Use of SLAs in normal operation
e. Recognising and managing complaints
f. Mediation and conflict resolution

**Guidance**

Candidates should be able to understand ways to engage with users, customers and stakeholders, and the processes for doing so. They should also consider complaint handling, mediation and resolving differences and conflicts.
2.3 Explain how to plan and execute projects.

**Indicative content**

a. Definition and characteristics of a project
b. Balancing conflicting objectives, e.g. time, cost, quality, scope, risk and benefits
c. Project governance and key governance components
d. Project disciplines, e.g.:
   i. Business case
   ii. Planning
   iii. Resourcing
   iv. Requirements gathering
   v. Risk management
   vi. Change management
   vii. Post implementation review
h. Methodologies, e.g. agile and waterfall

**Guidance**

Candidates should be familiar with the basic project management requirements and techniques as covered by PRINCE2 foundation.

2.4 Explain and demonstrate essential administration.

**Indicative content**

a. Organisational administration, e.g. of teams and individuals.
b. Task administration
c. Operational administration
d. Financial administration

**Guidance**

Candidates should be able to recognise that administration supports governance, which in turn ensures control and promotes consistency and optimisation.
3. Business processes

Learners will be able to:

3.1 Describe the concept of the business process.

**Indicative content**

a. Turning inputs into outputs, e.g.:
   i. Order processing
   ii. Manufacturing
   iii. Hiring
b. Business processes underpinned by IT processes
c. Business outcomes underpinned by IT outputs
d. Process owner and process manager roles
e. Process KPIs

**Guidance**

Candidates should be able to recognise that IT contributes to enabling, automating and optimising business processes. They should also be able to understand the key roles and how to measure the success of a business process.

3.2 Analyse business process requirements.

**Indicative content**

a. ITIL model
b. Primary service management processes in enterprise service management

d. Business processes underpinned by IT processes
c. Business outcomes underpinned by IT outputs
d. Process owner and process manager roles
e. Process KPIs

**Guidance**

Candidates should be familiar with the basics of business analysis and the role of the Business Analyst. They should also be familiar with core processes such as change management, incident management and problem management.

3.3 Describe the concept of end-to-end service.

**Indicative content**

a. End-to-end as perceived by the end user or customer
b. Concept of service availability rather than infrastructure availability
c. Concept of response time at the terminal
d. Concept of fulfilment or delivery to the end user or customer

**Guidance**

Candidates should be able to distinguish between service delivery from an IT perspective in terms of outputs, and service value from the user or customer perspective in terms of service outcomes. They should be able to measure and report performance from an end-to-end perspective, such as transaction response time at the terminal or availability of the service, rather than the application or the infrastructure.
3.4 Explain service features and performance targets.

Indicative content

- Features that are included and excluded or available at additional cost
- Documentation within the service catalogue
- Features and benefits
- Planning for new features
- Performance targets in relation to service performance and service outcomes
- Performance reporting
- Performance review meetings and driving continual improvement

Guidance

Candidates need a basic appreciation of service features and benefits from a consumer perspective and of how these might be presented within a service catalogue or on a user portal. They need to know the basics of performance management in terms of target setting, performance measurement, performance reporting and using performance reports as the basis of continual improvement.

3.5 Explain the idea of planning and the use of funding and resource in planning.

Indicative content

- Planning in helping to ensure a successful outcome
- Who should be involved in planning
- Business plan and its sections, e.g. funding and resourcing

Guidance

Candidates should be able to understand why planning is so important - not just at the outset but as a measure of the ongoing success of an activity. What constitutes a successful plan and what are its components? They should also understand the importance of funding and resource planning as critical success factors, as well as gaining approval for a business plan, and defining and managing risks.

4. Customer liaison

Learners will be able to:

4.1 Describe the nature of a help desk and its purpose.

Indicative content

- Capturing demand for incident resolution
- Assignment to appropriate technical resources
- Help desk roles and responsibilities
- Technology support
- Difference from a service desk

Guidance

Candidates should be able to describe the difference between a help desk and a service desk. They should also be able to discuss the help desk as a purely reactive function responding to user needs such as issues and requirements, as well as ways to contact the help desk, including walk-ups, telephone, chat, email, etc. It is important for candidates to understand the use of supporting technology, including IT and telephony, e.g. for queue management and call transfers. They should also be able to measure the success of the help desk.
4.2 Describe the nature of a service desk and its purpose.

**Indicative content**

a. Service desk as first line support  
b. Roles and responsibilities, e.g. of manager, team leader, analyst  
c. Escalation to second and third line  
d. Technology support  
e. Difference from a help desk  
f. Support for service requests  
g. Two-way information exchange  
h. Service desk structures

**Guidance**

Candidates should be able to discuss the service desk as first line support for users, understanding both the use of IT and telephony support. They should be able to recognise the value of proactive information broadcasts, e.g. about known errors and service availability, as well as of the service desk as the primary influencer of user satisfaction. Service desk structures, e.g. central, distributed, local, follow-the-sun, etc., are also key elements of this section.

4.3 Explain the use of fault-logging and problem management.

**Indicative content**

a. Definition of an incident  
b. Incident logging, categorising and prioritising  
c. Validating category at closure  
d. Application of workarounds  
e. Incident matching  
f. Definition of a problem  
g. Three stages of a problem  
h. Relationship between incidents and problems and incident management and problem management  
i. Problem resolution by the application of a change  
j. Proactive problem management to prevent incidents

**Guidance**

Candidates will be expected to have a basic knowledge of incident and problem management as described by ITIL, including the ability to define the creation and application of known errors and workarounds, and the resolution of a known error by the successful application of a change. They should be able to explain the three stages of a problem: problem identification, problem control, error control.
4.4 Explain service features and performance targets.

**Indicative content**

a. Features that are included and excluded or available at additional cost  
b. Documentation within the service catalogue  
c. Features and benefits  
d. Planning for new features  
e. Performance targets in relation to service performance and service outcomes  
f. Performance reporting  
g. Performance review meetings and driving continual improvement

**Guidance**

Candidates need a basic appreciation of service features and benefits from a consumer perspective and of how these might be presented within a service catalogue or on a user portal. They need to know the basics of performance management in terms of target setting, performance measurement, performance reporting and using performance reports as the basis of continual improvement.

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**Examination Format**

This module is assessed through completion of an invigilated written exam.

<table>
<thead>
<tr>
<th>Type</th>
<th>Three written questions from a choice of five, each with equal marks</th>
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<tbody>
<tr>
<td>Duration</td>
<td>Three hours</td>
</tr>
<tr>
<td>Supervised</td>
<td>Yes</td>
</tr>
<tr>
<td>Open Book</td>
<td>No (no materials can be taken into the examination room)</td>
</tr>
<tr>
<td>Passmark</td>
<td>10/25 (40%)</td>
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<tr>
<td>Delivery</td>
<td>Paper format only</td>
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Adjustments and/or additional time can be requested in line with the BCS reasonable adjustments policy for candidates with a disability, or other special considerations including English as a second language.

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**Question Weighting**

Candidates will choose three questions from a choice of five. All questions are equally weighted and worth 25 marks.
# Recommended Reading

## Primary texts

- **Title:** BS EN ISO/IEC 27002:2017 Information Technology, Security Techniques, Code of practice for information security controls  
  **Author:** British Standards Institute  
  **Date:** 2017  

- **Title:** Information Systems Management in Practice (eighth edition)  
  **Author:** B. C. McNurlin, R. H. Sprague and T. Bui  
  **Publisher:** Prentice Hall  
  **Date:** 2013  
  **ISBN:** 978-1292023540

- **Title:** Professional Issues in Information Technology (second edition)  
  **Author:** F. Bott  
  **Publisher:** BCS, The Chartered Institute for IT  
  **Date:** 2014  
  **ISBN:** 978-1780171807

## Additional texts and resources

- **Title:** BS EN ISO/IEC 27002:2017 Information Technology, Security Techniques, Code of practice for information security controls  
  **Author:** British Standards Institute  
  **Date:** 2017  

- **Title:** Network Security Essentials: Applications and Standards (sixth edition)  
  **Author:** W. Stallings  
  **Publisher:** Pearson Education  
  **Date:** 2017  
  **ISBN:** 978-1292154855
Using BCS Books

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Document Change History

Any changes made to the syllabus shall be clearly documented with a change history log. This shall include the latest version number, date of the amendment and changes made. The purpose is to identify quickly what changes have been made.

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Changes Made</th>
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<tbody>
<tr>
<td>Version 1.0</td>
<td>Document Creation</td>
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<tr>
<td>July 2021</td>
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