Universida_de_Vigo

IDENTIFYING DATA
Service management and service quality

Subject	Service management and service quality
Code	P52M182V01103
Study programme	Master Universitario en Dirección TIC para la defensa

Descriptors	ECTS Credits	Choose	Year	Quadmester
	4	Mandatory	1st	1st

Teaching language	Spanish
Department	
Coordinator	Fernández Gavilanes, Milagros
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General description	The subject Service Management and Service Quality aims to provide students with a gentle approach to the world of Service Management. The ITIL methodology in its versions ITIL v3 2011 and ITIL v4 will be used as a framework. The aim is not to prepare for an ITIL certification, but certification test questions will be provided for a better understanding. The objective is to understand the concepts of service management and to be able to achieve a theoretical basis for practical application and implementation using reference material or other necessary resources. It will be reinforced by analysis of historical use cases and management models from different service companies and organisations.

Training and Learning Results

Code	
A6	CB6 - Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.
A7	CB7 - That students know how to apply the acquired knowledge and their ability to solve problems in new or poorly understood environments within broader (or multidisciplinary) contexts related to their area of study.
A8	CB8 - That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
A9	CB9 - That students know how to communicate their conclusions and the knowledge and ultimate reasons that support them to a specialized and unspecialized public in a clear and unambiguous way.
A10	CB10 - That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.
B3	CG3 - Direct, plan, coordinate, organize and/or supervise tasks, projects and/or human groups. Work cooperatively in multidisciplinary teams acting, where appropriate, as an integrator of knowledge and lines of work.
B4	CG4 - Being a professional committed to quality, deadlines and the adequacy of solutions, not only in the exercise of the profession but also in the social field, including a commitment to economic, ethical and environmental sustainability.
C2	CE2 - Have capacities in relation to the ICT Government and the Management, Operation and Maintenance Services of Information and Communication Systems and Technologies and Information Security.
C5	CE5 - Define and implement standard models, establishment of standards and reference methodologies and taxonomy of ICT services and information security.
D4	CT4 - Oral and written communication skills.

Expected results from this subject

Expected results from this subject	Training and Learning Results

LO1: Understand the definition of service and its applicability in the work environment.	A6 A7 A8 A9 A10 B3 B4 C2 C5 D4
LO2: Knowing successful models of service management implementation	A6 A7 A8 A9 A10 B3 B4 C2 C5 D4
LO3: Know the ITIL framework at a high level.	A6 A7 A8 A9 A10 B3 B4 C2 C5 D4
LO4: Identifying opportunities for application in current work	A6 A7 A8 A9 A10 B3 B4 C2 C5 D4

Contents

Topic	
Topic 1: Introduction to service management.	- Definition of IT Service and Service Strategy. - Service Management. Introduction to ITSM. - What is ITIL. ITIL v3 2011 / ITIL 4. - ITIL - Service Strategy.
Topic 2: Service Design and Service Transition.	- ITIL - Service Design. - ITIL - Service Transition.
Topic 3: Service Operation.	-ITIL - Service Operation.
Topic 4: Continuous Service Improvement, ITIL 4. DevOps.	- ITIL - Service Improvement. - ITIL 4. - DevOps.

Planning

	Class hours	Hours outside the classroom	Total hours
Previous studies	0	50	50
Lecturing	12	10	22
Case studies	7	0	7
Discussion Forum	0	10	10
Essay questions exam	1	4	5
Presentation	2	0	2
Objective questions exam	0	4	4

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Previous studies	Search, reading, documentation work and / or autonomous development of any other activity that the student considers necessary to allow him / her to acquire knowledge and skills related to the subject. It is usually carried out before classes, laboratory practices and / or evaluation tests.
Lecturing	Presentation by a lecturer of the contents of the subject under study, theoretical bases and / or guidelines of a work or exercise that the student has to develop.
Case studies	Analysis of a fact, problem or real event with the aim of knowing it, interpreting it, solving it, generating hypotheses, contrasting data, reflecting, completing knowledge, diagnosing it and training in alternative solution procedures.
Discussion Forum	Activity carried out in a virtual environment where a variety of current issues related to the academic and / or professional field are debated.

Personalized assistance

Methodologies	Description
Lecturing	Given the blended nature of the course, we will distinguish two cases: (1) Attention in the distance phase: it will be carried out through the use of telematic means. Students who wish to do so may raise questions to the faculty in forums or by email. They will also be able to arrange individual tutories with the lecturer, which will take place via videoconference. (2) Attention in the face-to-face phase: although the use of telematic mechanisms is still possible, during this phase face-to-face tutoring mechanisms will also be used.
Case studies	Given the blended nature of the course, we will distinguish two cases: (1) Attention in the distance phase: this will be carried out through the use of telematic means. Students who wish to do so may ask the lecturers questions in forums or by e-mail. They will also be able to arrange individual tutorials with the teacher, which will be carried out by videoconference. (2) Attention in the face-to-face phase: although it is still possible to use telematic mechanisms for student attention, during this phase, face-to-face tutoring mechanisms will also be used.

Assessment

	Description	Qualification	Training and Learning Results		
Discussion Forum	An activity carried out in a virtual environment in which a variety of current topics related to the academic and/or professional sphere are debated. It allows the evaluation of the student's skills, knowledge and, to a lesser extent, attitudes. Participation in the forums will be assessed.	20	A6 A7 A8 A9 A10	B3 B4	C2 D4 C5
Essay questions exam	Assessment test which includes open questions and/or exercises on a topic. Students must develop, relate, organise and present their knowledge of the subject in a reasoned response. It can be used to assess knowledge and skills.	10	A6 A7 A8 A9 A10	B3 B4	C2 D4 C5
Presentation	Presentation by the students, individually or in groups, of a topic related to the contents of the subject or the results of a work, exercise, project, etc. Knowledge, skills and attitudes can be assessed through the presentation.	10	A6 A7 A8 A9 A10	B3 B4	C2 D4 C5
Objective questions exam	Tests that assess knowledge and include closed questions with different answer alternatives (true or false, multiple choice, item matching, etc.). Students select an answer from a limited number of possibilities. There will be two written tests of multiple-choice questions (PT and PE). PT will be taken during the distance learning phase on topics 1, 2 and 3 of the subject and will be weighted 30%. PE will take place at the end of the classroom phase, in which all the topics and contents of the subject will be evaluated (including the contents of the distance and classroom phase) and will be weighted 30%.	60	A6 A7 A8 A10	B3 B4	C2

Other comments on the Evaluation

If we call the average continuous assessment mark MED_CON, which is calculated as:

MED_CON = 0.2*D + 0.3*PT+ 0.3*PE + 0.1*P + 0.1*PD

It will be necessary to obtain at least 50% of the grade to pass the subject.

In the event that the student does not manage to pass the subject in the ordinary call, he/she will have the right to a second opportunity for assessment (extraordinary call) on the dates established for this purpose by the Master's Academic Committee. The evaluation of the extraordinary call will be carried out in distance mode and will consist in this case of a

single written test that will account for 100% of the grade, being necessary to obtain at least 50% to pass the subject.

ACADEMIC INTEGRITY:

Students are expected to show adequate ethical behaviour, committing to act honestly. Based on article 42.1 of the *Regulation on the evaluation, qualification and quality of teaching and the student learning process of the University of Vigo*, **any violation of academic integrity in the assessment process, as well as the cooperation in it will result in the assignment of a failing grade to the student (zero) for the entire course in the corresponding assessment opportunity**, regardless of the percentage of importance that the test in question had in the overall continuous assessment and independently of other disciplinary actions that may be applied.

In the event that there is any difference between the guides in Galician/Spanish/English related to the assessment, the Spanish guide will always prevail.

Sources of information
Basic Bibliography
Complementary Bibliography
ITIL Foundation, **ITIL 4 edition**, 4, Axelos, 2019
Office of Government Commerce, **ITIL Diseño del Servicio**, Stationery Office, 2010
Office of Government Commerce, **ITIL Estrategia del Servicio**, Stationery Office, 2010
Office of Government Commerce, **ITIL Operación del Servicio**, Stationery Office, 2010
Office of Government Commerce, **ITIL Transición del Servicio**, 2009
Office of Government Commerce, **The official introduction to the ITIL service lifecycle**, 1, Stationery Office, 2007
Peter Farenden, **ITIL for Dummies**, 1, For Dummies, 2012

Recommendations