

ITIL[®] Practitioner

Examination Specification &
Courseware Syllabus for
Examination Institutes,
Accredited Training Organizations,
Courseware Providers and
Courseware Reviewers

December 2015

AXELOS.com

Table of Contents

1.	Introduction	3
	1.1 Purpose of document	3
	1.2 Target audience	3
	1.3 Notes on use of document	3
2.	ITIL Practitioner Examination Specification & Courseware Syllabus	4-8

1. Introduction

1.1 The purpose of this document is:

- to specify the learning outcomes of the ITIL Practitioner qualification and the minimum course content for each learning outcome as referenced to the ITIL Practitioner Guidance publication;
- to specify the Examination requirements a candidate is expected to demonstrate for each learning outcome.

1.2 The target audience for this document is:

- Examination Institutes (EIs);
- Accredited Training Organizations (ATOs);
- Courseware Providers;
- Courseware Reviewers.

1.3 Notes on the use of this document

This document provides guidance to courseware developers and trainers. It shows the primary reference for specific knowledge that is in scope for the exam whilst recognizing that knowledge within the whole manual is actually examinable.

Where specific text and figures are referenced this does not mean that the specific material has to appear in the courseware - simply that the related knowledge should be covered for completeness of content.

2. ITIL Practitioner Examination Specification & Courseware Syllabus

The table below specifies the learning outcomes of the ITIL Practitioner qualification and the assessment criteria used to assess candidate’s achievement of the learning outcomes subsequent to attending the course. These are referenced to ITIL® Practitioner Guidance publication for the purpose of supporting Courseware content.

The examination duration is 1 hour and 45 minutes. The examination is open book, i.e. the ITIL® Practitioner Guidance publication is allowed for reference during the examination. The examination is based on a scenario that the candidates will be familiar with from their course and sample papers. Multiple Choice Questions (MCQs) are set based on the context provided by additional information given in the examination. MCQ styles used in the examination will be reflected in the sample papers. Candidates are expected to achieve a score of 70%, i.e. 28 marks or higher, in order to pass the examination.

Learning Outcome	Assessment Criteria (references to the ITIL Practitioner Guidance publication in brackets) The verb for each assessment criteria indicates the Bloom’s level: e.g. ‘Describe’, ‘Explain’ indicates Level 2 (Understanding/comprehension of concepts, processes, principles, etc) e.g. ‘Apply’, ‘Work out’, ‘Define’ indicates Level 3 (Application - Carry out or use a procedure in a given situation) e.g. ‘Analyze’, ‘Assess’, ‘Use’, ‘Determine’, ‘Design’ indicates Level 4 (Analysis - Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose)	Bloom’s level (BL)	Exam weighting	Exam sections
1. Be able to use IT Service Management concepts that are important drivers of continual service improvement	1.1 Apply the concept of ‘ <i>adopt and adapt</i> ’ when using ITIL guidance in a given context (1.1)	BL 3		6 Multiple Choice Questions (MCQs)
	1.2 Analyze the importance of each element of the definition of a service when planning and implementing service improvements (1.2): a) Customer (1.2.2) b) Value (1.2.3) c) Outcome (1.2.4) d) Cost 1.2.5) e) Risk (1.2.6)	BL 4		
2. Be able to apply the ITSM guiding principles in a real-world context	2.1 Apply the ITSM guiding principles in a given context when planning and implementing service improvements (Ch.2): a) Focus on value (2.1) b) Design for experience (2.2) c) Start where you are (2.3) d) Work holistically (2.4) e) Progress iteratively (2.5) f) Observe directly (2.6) g) Be transparent (2.7) h) Collaborate (2.8) i) Keep it simple (2.9)	BL 3	30%	on each of two scenarios <i>1 scenario = small change</i> <i>1 scenario = large change</i>

Learning Outcome	Assessment Criteria (references to the ITIL Practitioner Guidance publication in brackets) The verb for each assessment criteria indicates the Bloom's level: e.g. 'Describe', 'Explain' indicates Level 2 (Understanding/comprehension of concepts, processes, principles, etc) e.g. 'Apply', 'Work out', 'Define' indicates Level 3 (Application - Carry out or use a procedure in a given situation) e.g. 'Analyze', 'Assess', 'Use', 'Determine', 'Design' indicates Level 4 (Analysis - Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose)	Bloom's level (BL)	Exam weight	Exam sections
3. Be able to apply the CSI approach to manage improvements in a given organizational context	3.1 Describe the purpose and main outputs of each step of the CSI Approach (3.1.1, 3.2.1-6)	BL 2	<i>Continued from LOs 1 & 2</i>	<i>Continued from LOs 1 & 2</i>
	3.2 Use the CSI Approach tools and techniques successfully in a given specific context (3.1-2): a) Orientation Worksheet (3.2.1) b) Benefits Realization Review Template (3.2.5) c) CSI register (3.1.2)	BL 4		
	3.3 Apply the CSI approach to a given context, demonstrating an understanding of : (Chapter 3) a) The critical competencies (communication, metrics & measurement, OCM) (Chapters 4, 5 and 6) b) The guiding principles (Chapter 2) c) The main concepts of experimentation and the scientific method (3.2.4.5 including table 3.1 & 3.2)	BL3		

Learning Outcome	Assessment Criteria (references to the ITIL Practitioner Guidance publication in brackets) The verb for each assessment criteria indicates the Bloom's level: e.g. 'Describe', 'Explain' indicates Level 2 (Understanding/comprehension of concepts, processes, principles, etc) e.g. 'Apply', 'Work out', 'Define' indicates Level 3 (Application - Carry out or use a procedure in a given situation) e.g. 'Analyze', 'Assess', 'Use', 'Determine', 'Design' indicates Level 4 (Analysis - Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose)	Bloom's level (BL)	Exam weight	Exam sections
4. Be able to use metrics and measurement to enable continual service improvement	4.1 Define critical success factors (CSFs) using a relevant hierarchical approach (4.2-3): a) ITIL Vision to measurement (4.3.1) b) Balanced scorecard (4.3.2) c) Organization cascade (4.3.5)	BL 3	20%	8 x MCQs on one scenario
	4.2 Determine key performance indicators (KPIs) to underpin a critical success factor (4.2)	BL 4		
	4.3 Analyze CSFs and KPIs in a given context to ensure that they are balanced between the four categories (4.4): a) Technology, process, service (4.4.1) b) Progress compliance, effectiveness, efficiency (4.4.2) c) Leading, trailing (4.4.3) d) Inside-out, outside-in (4.4.4)	BL 4		
	4.4 Define a current state assessment in a given context (4.5): a) Purpose (4.5) b) Scope (4.5.1) c) Assessment criteria (4.5.2) d) Required outputs (4.5.3) e) Available resources and skills (4.5)	BL 3		
	4.5 Design a report in a given context (4.6-4.6.1)	BL 4		
	4.6 Apply knowledge of metrics and measurement when planning and implementing improvements, particularly in the context of the CSI approach and/or the guiding principles (Ch.4, 4.7)	BL 3		

Learning Outcome	Assessment Criteria (references to the ITIL Practitioner Guidance publication in brackets) The verb for each assessment criteria indicates the Bloom's level: e.g. 'Describe', 'Explain' indicates Level 2 (Understanding/comprehension of concepts, processes, principles, etc) e.g. 'Apply', 'Work out', 'Define' indicates Level 3 (Application - Carry out or use a procedure in a given situation) e.g. 'Analyze', 'Assess', 'Use', 'Determine', 'Design' indicates Level 4 (Analysis - Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose)	Bloom's level (BL)	Exam weight	Exam sections
5. Be able to communicate effectively to enable continual service improvement	5.1 Explain the nature, value, importance and benefits of good communication (5.1, 5.1.3)	BL 2	20%	8 x MCQs on one scenario
	5.2 Explain communication principles (5.2): a) Communication is a two way process (5.2.1) b) We're communicating all the time (5.2.2) c) Timing and frequency matter (5.2.3) d) There is no single correct method (5.2.4) e) The message is in the medium (5.2.5)	BL 2		
	5.3 Explain the purpose and value of communication tools and techniques (Ch.7): a) Workshop and meeting action plan (7.3.2) b) Meeting notes template (7.3.3)	BL 2		
	5.4 Use relevant communication tools and techniques to support improvement in a given context (7.3-4): a) Stakeholder communication plan (7.4.3) b) Business case (7.3.4)	BL 4		
	5.5 Apply knowledge of communications when planning and implementing improvements, particularly in the context of the CSI approach and/or the guiding principles (Ch.5, 5.3.2)	BL 3		

Learning Outcome	Assessment Criteria (references to the ITIL Practitioner Guidance publication in brackets) The verb for each assessment criteria indicates the Bloom's level: e.g. 'Describe', 'Explain' indicates Level 2 (Understanding/comprehension of concepts, processes, principles, etc) e.g. 'Apply', 'Work out', 'Define' indicates Level 3 (Application - Carry out or use a procedure in a given situation) e.g. 'Analyze', 'Assess', 'Use', 'Determine', 'Design' indicates Level 4 (Analysis - Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose)	Bloom's level (BL)	Exam weight	Exam sections
6. Be able to apply organizational change management to support continual service improvement	6.1 Explain the role and impact of OCM in successful improvement (6.1, 6.4)	BL 2	30%	6 Multiple Choice Questions (MCQs) on each of two scenarios <i>1 scenario = small change</i> <i>1 scenario = large change</i>
	6.2 Describe the purpose and value of OCM activities (6.6): a) Create a sense of urgency (6.6.1) b) Manage stakeholders (6.6.2) c) Manage sponsors (6.6.3) d) Analyze training needs (6.6.5) e) Manage resistance to change (6.6.6) f) Use reinforcement to embed the change (6.6.7)	BL 2		
	6.3 Use relevant OCM tools and techniques to support improvement in a given context (7.4): a) Sponsor diagram (7.4.4) b) Stakeholder analysis worksheet (7.4.1) c) Stakeholder map (7.4.5) d) RACI model authority matrix (7.4.6)	BL 4		
	6.4 Apply knowledge of OCM when planning and implementing improvements, particularly in the context of the CSI approach and/or the guiding principles (Ch.6)	BL 3		
TOTAL	Examination duration: 1 hour and 45 minutes		100%	40 MCQs