

ITIL<sup>®</sup> Practitioner  
Examination Overview  
and Syllabus for Candidates

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## Introduction

This document is intended to provide information to prospective ITIL® Practitioner candidates and indeed anyone interested in the format and content of the ITIL Practitioner examination.

It includes:

- ITIL Practitioner Examination Overview - general information and overview of the exam format
- ITIL Practitioner Syllabus for Candidates - detailing:
  - the format of the exam and the learning outcomes from the delegates' course of study that will be assessed in each section
  - the specific criteria by which each learning outcome is assessed, along with references to the ITIL Practitioner guidance.

## ITIL Practitioner Examination Overview

**Pre-requisite qualifications:** Delegates wishing to take this examination must have previously passed the ITIL Foundation Examination.

**Training:** Though formal training is not mandatory, attendance at an accredited ITIL Practitioner course is strongly recommended.

**Material permitted:** The examination is 'open book', i.e. the ITIL Practitioner Guidance publication is allowed for reference during the examination.

**Examination duration:** 1 hour and 45 minutes

**Format:** The examination is scenario-based i.e. the questions relate to a case study. This case study (referred to as the 'Scenario') is the same for all sample and official exams.

The Scenario is included in the Scenario Booklet (see also the sample papers available on AXELOS.com) along with 6 sets of additional information necessary to answer each section of questions.

There are 6 sets of multiple choice questions (MCQs) in the Question Booklet, and each set tests particular learning outcomes from the candidate's course of study, (see the table below).

There are 40 questions in total and each question is worth 1 mark.

**Pass mark:** Candidates are expected to achieve a score of 70% (28 marks) or higher in order to pass the examination and be awarded certification.

## Syllabus for Candidates

### Exam Sections and Learning Outcomes Assessed

Exam sections *	Exam weight	Learning Outcome (LO) Assessed
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\* each section relates to one set of additional information

Questions 1-6	6 MCQs	30%	1. Be able to use IT Service Management concepts that are important drivers of continual service improvement 2. Be able to apply the ITSM guiding principles in a real-world context 3. Be able to apply the CSI approach to manage improvements in a given organizational context
Questions 7-12	6 MCQs		
Questions 13-20	8 MCQs	20%	4. Be able to use metrics and measurement to enable continual service improvement
Questions 21-28	8 MCQs	20%	5. Be able to communicate effectively to enable continual service improvement
Questions 29-34	6 MCQs	30%	6. Be able to apply organizational change management to support continual service improvement
Questions 35-40	6 MCQs		
<b>40 Questions</b>		<b>100%</b>	

### Assessment Criteria for each Learning Outcome

LO(s)	Assessment Criteria (book references)
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<b>1-3</b>	1.1 Apply the concept of 'adopt and adapt' when using ITIL guidance in a given context (1.1)
	1.2 Analyze the importance of each element of a service when planning and implementing service improvements (1.2)
	2.1 Apply the ITSM guiding principles in a given context when planning and implementing service improvements (Ch.2)
	3.1 Describe the purpose and main outputs of each step of the CSI Approach (3.1.1, 3.2.1-6)
	3.2 Use the CSI Approach tools and techniques successfully in a given specific context (3.1-2)
	3.3 Apply the CSI approach to a given context, demonstrating an understanding of the critical competences, the guiding principles and the scientific method (Ch.3)

## Syllabus for Candidates

### Assessment Criteria for each Learning Outcome (continued)

LO(s)	Assessment Criteria (book references)
<b>4</b>	4.1 Define critical success factors (CSFs) using a relevant hierarchical approach (4.2-3)
	4.2 Determine key performance indicators (KPIs) to underpin a critical success factor (4.2)
	4.3 Analyze CSFs and KPIs in a given context to ensure that they are balanced between the four categories (4.4)
	4.4 Define a current state assessment in a given context (4.5)
	4.5 Design a report in a given context (4.6-4.6.1)
	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)
<b>5</b>	5.1 Explain the nature, value, importance and benefits of good communication (5.1, 5.1.3)
	5.2 Explain communication principles (5.2):
	5.3 Explain the purpose and value of communication tools and techniques (Ch.7)
	5.4 Use relevant communication tools and techniques to support improvement in a given context (7.3-4):
	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)
<b>6</b>	6.1 Explain the role and impact of OCM in successful improvement (6.1, 6.4)
	6.2 Describe the purpose and value of OCM activities (6.6)
	6.3 Use relevant OCM tools and techniques to support improvement in a given context (7.4)
	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)