

ITIL® 4

ITIL4 Practice:

Change Enablement Syllabus

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1 Introduction

The purpose of this document is to outline:

- the learning outcomes of the ITIL 4 Change Enablement Practice qualification and the assessment criteria that a candidate is expected to meet for each learning outcome (with reference to the ITIL 4 Change Enablement Practice publication)
- the examination design, in terms of question types to be used, exam duration, and administrative considerations
- the weightings (number of questions) across learning outcomes, assessment criteria and 'Bloom's level' (level of cognitive processing required to answer the question/task, according to Bloom's (revised) taxonomy).

The target audience for this document is:

Candidates taking the ITIL 4 Change Enablement Practice qualification.

This module focuses on providing the candidates with the understanding of the key concepts, principles, value and challenges of the Change Enablement Practice. It is intended to provide candidates with best practice guidance on how to maximize the number of successful service and product changes by ensuring that risks have been properly assessed, authorizing changes to proceed, and managing the change schedule.

The ITIL 4 Change Enablement Practice module is structured and aligned around the ITIL framework. The examination is intended to assess whether the candidate can demonstrate sufficient understanding and application of the concepts covered in the ITIL 4 Change Enablement Practice publication.

Prerequisites: The candidate must have passed the ITIL 4 Foundation examination.

2 Exam Overview

Material allowed	None	This is a 'closed book' exam. The ITIL 4 Change Enablement Practice publication should be used for study, but is NOT permitted to be used in the exam.
Exam duration	30 minutes	Candidates taking the exam in a language that is not their native or working language may be awarded 25% extra time, i.e. 38 minutes in total.
Number of marks	20 marks	There are 20 questions, each worth 1 mark. There is no negative marking.
Provisional Pass mark	65%	Candidates need to answer 13 questions correctly to pass the exam
Level of thinking	Bloom's levels 2 & 3	'Bloom's level' describes the type of thinking needed to answer the question. For Bloom's level 2 questions, you need to show understanding of the concepts, methods and principles of the ITIL 4 Change Enablement Practice module. For Bloom's level 3 questions, you need to demonstrate application of these concepts, methods and principles of the ITIL 4 Change Enablement Practice module.
Question types	Standard classic, Negative, & List	The questions are all 'multiple choice'. For the 'standard classic' questions, you have a question and four answer options. 'Negative' questions are 'standard' questions in which the stem is negatively worded. For the 'list' questions, there is a list of four statements, and candidates have to select two correct statements from the list.

3 Question Types

Example 'standard' OTQ:

Which is a source of best practice?

- a) Q
- b) P
- c) R
- d) S

Example 'negative standard' OTQ:

Which is NOT a defined area of value?

- a) Q
- b) P
- c) R
- d) S

NOTE: Negative questions are only used as an exception, where part of the learning outcome is to know that something is not done or should not occur.

Example 'list' OTQ:

Which TWO statements about service asset and configuration management are CORRECT?

1. It does Q
2. It does P
3. It does R
4. It does S

- a) 1 and 2
- b) 2 and 3
- c) 3 and 4
- d) 1 and 4

NOTE: Two of the list items are correct. List style questions are never negative.

4 ITIL 4 CHANGE ENABLEMENT PRACTICE SYLLABUS

The table below specifies the learning outcomes of the ITIL 4 Change Enablement Practice qualification, and the assessment criteria used to assess a candidate's achievement of these learning outcomes, subsequent to a course of study.

Note: Principal book references are in parentheses. These refer to the section, but not the subsections within it. All tables that fall within the references of a particular assessment criterion/sub-criterion should be considered as within scope. Figures will be explicitly referenced.

The verb for each assessment criterion indicates the Bloom's level (BL): 'Describe'/'Explain', indicates Level 2 understanding/comprehension, and 'Know how to'/'Apply'/'Identify'/'Carry Out' indicates Level 3 application.

Learning Outcome	Assessment Criteria	Bloom's Level	Marks
1 The key concepts of the practice	1.1. Explain the purpose of the practice (2.1)	2	5
	1.2 Describe the PSFs & key metrics of the practice (2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5)	2	
	1.3. Explain the key terms/concepts: a) change b) change model c) standard change d) emergency change e) change authority (2.2, 2.2.1)	2	
2 The processes of the practice	2.1 Describe inputs and outputs of the processes (Tables 3.1 and 3.3)	2	5
	2.2 Describe the key activities of the processes (Tables 3.2 and 3.4)	2	
	2.3 Know how to integrate the practice in the organization's value streams (3.2.2, including subsections, 3.2.3, including subsections)	3	

Learning Outcome	Assessment Criteria	Bloom's Level	Marks
3 The roles and competences of the practice	3.1 Describe the responsibilities of the key roles of the practice: a) change manager / coordinator b) change authority (4.1.1, 4.1.2)	2	2
	3.2 Know how to position the practice in the organizational structure (4.2)	3	
4 How information and technology support and enable the practice	4.1 Explain the tools application (Table 5.1)	2	3
	4.2 Apply the recommendations on automation (5.2.1)	3	
5 The role of partners and suppliers in the practice	5.1 Explain the dependencies of the practice on third parties (6.1)	2	2
	5.2 Explain how partners and suppliers can support the practice (6.2)	2	
6 How the ITIL capability model can be used to develop the practice	6.1 Explain how capability criteria support the practice capability development (7.1, 7.3)	2	2
7 The recommendations for the practice success	7.1 Understand the recommendations for change enablement success and how they are supported by the ITIL guiding principles (8)	3	1

