ITIL

ITIL® 4 Practitioner: Continual Improvement

Syllabus

PeopleCert

Official Training Materials

1. Introduction

The purpose of this document is to outline:

- the learning outcomes of the ITIL 4 Continual Improvement Practitioner module and the assessment criteria that a candidate is expected to meet for each learning outcome (with reference to the ITIL 4 Continual Improvement 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 Continual Improvement Practitioner module.

This module focuses on providing the candidates with the understanding of the key concepts, principles, value and challenges of the Continual Improvement Practice. It is intended to provide candidates with best practice guidance on how to align the organization's practices and services with changing business needs through the ongoing improvement of products, services, practices, or any element involved in the management of products and services.

The ITIL 4 Continual Improvement Practitioner 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 Continual Improvement 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 Continual Improvement 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 Continual Improvement Practitioner module. For Bloom's level 3 questions, you need to demonstrate **application** of these concepts, methods and principles of the ITIL 4 Continual Improvement Practitioner module.
Question types	Standard, Negative, & List	The questions are all 'multiple choice'. For the 'standard' 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

All 40 questions are Objective Test Questions (OTQs), which present four options from which one option is selected. Distractors (wrong answers) are options that candidates with incomplete knowledge or skill would be likely to choose. These are generally plausible responses relating to the syllabus area being examined. Question styles used within this type are: 'Standard', 'Missing word', 'List' (2 correct items), and, exceptionally, 'Negative' standard OTQ.

Example 'Standard' OTQ:

Which is a source of best practice?

A. Q
B. P
C. R
D. S

Example 'List' OTQ:

Which statement about service asset and configuration management is **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.

Example 'Missing word' OTQ

Identify the missing word(s) in the following sentence.

A [?] defines requirements for services and takes responsibility for outcomes from service consumption.

A. Role Q
B. Role P
C. Role R
D. Role 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.

Please see the sample paper for an example of the exam format and content.

4. ITIL4 Practitioner Continual Improvement Syllabus

The table below specifies the learning outcomes of the ITIL 4 Continual Improvement Practitioner module, and the assessment criteria used to assess a candidate's achievement of these learning outcomes, subsequent to a course of study.

Note: Practice guide 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 Level	No Marks
1 **The key concepts of the practice**	1.1. Explain the purpose of the practice (2.1)	BL2	5
	1.2 Describe the PSFs & key metrics of the practice (2.4.1, including subsections, 2.4.2, including subsections, 2.5)	BL2	
	1.3. Explain the key terms/concepts: a) improvement b) vision c) business as usual d) improvement register (2.2)	BL2	
2 **The processes of the practice**	2.1 Describe inputs and outputs of the processes (Tables 3.1 and 3.3)	BL2	5
	2.2 Describe the key activities of the processes (Tables 3.2 and 3.4)	BL2	
	2.3 Know how to integrate the practice in the organization's value streams (3.2.2, 3.2.3, including subsections)	BL3	
3 **The roles and competences of the practice**	3.1 Describe the responsibilities of the key roles of the practice: a) continual improvement coordinator (4.1.1)	BL2	2
	3.2 Know how to position the practice in the organizational structure (4.2, including subsections)	BL3	
4 **How information and technology support and**	4.1 Explain the tools application (Table 5.1)	BL2	3
	4.2 Apply the recommendations on automation (5.2.1)	BL3	

Learning Outcome	Assessment Criteria	Bloom Level	No Marks
enable the practice			
5 **The role of partners and suppliers in the practice**	5.1 Explain the dependencies of the practice on third parties (6, 6.1, including subsections)	BL2	2
	5.2 Explain how partners and suppliers can support the practice (6.2, 6.3)	BL2	
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)	BL2	2
7 **The recommendations for the practice success**	7.1 Understand the recommendations for continual improvement success and how they are supported by the ITIL guiding principles (8)	BL3	1

5. Exam Specification

Learning Outcome	Weighting %
1 The key concepts of the practice	25%
2 The processes of the practice	25%
3. The roles and competences of the practice	10%
4 How information and technology support and enable the practice	15%
5 The role of partners and suppliers in the practice	10%
6 How the ITIL capability model can be used to develop the practice	10%
7 The recommendations for the practice success	5%
Total	**100%**