ITIL®

ITIL® 4 Managing Professional

Create, Deliver & Support (CDS) Syllabus

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Contents

1   Introduction

The purpose of this document is to outline:

- the learning outcomes of the ITIL 4 Create, Deliver and Support (CDS) qualification and the assessment criteria that a candidate is expected to meet for each learning outcome (with reference to the *ITIL 4 Create, Deliver and Support* publication and the *ITIL 4 Practice Guidance*)
- 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:

- The AXELOS Examination Institute partner, PeopleCert
- Accredited Organization partners.

The purpose of the ITIL 4 Create, Deliver and Support Qualification is:

- to provide the candidate with an understanding on how to integrate different value streams and activities to create, deliver and support IT-enabled products and services, and relevant practices, methods and tools
- to provide the candidate with an understanding of service performance, service quality and improvement methods.

The purpose of the ITIL 4 Create, Deliver and Support Examination is:

- to assess whether the candidate can demonstrate sufficient understanding and application of ITIL 4 to the creation, delivery and support of services, as described in the syllabus below, to be awarded the ITIL 4 Create, Deliver and Support qualification. The ITIL 4 Create, Deliver and Support qualification is one of the pre-requisites for the designation of ITIL 4 Managing Professional which assesses the candidate's practical and technical knowledge about how to run successful, modern, IT-enabled services, teams and workflows.

The target audience for this qualification is:

- individuals continuing their journey in service management
- ITSM managers and aspiring ITSM managers
- ITSM practitioners managing the operation of IT-enabled & digital products and services, and those responsible for the end-to-end delivery
- existing ITIL qualification holders wishing to develop their knowledge.

2   ITIL 4 Create, Deliver & Support Syllabus

The table below specifies the learning outcomes of the ITIL 4 Create, Deliver & Support 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. The verb for each assessment criterion indicates the Bloom's level (BL): 'Describe'/'Understand', indicates Level 2 understanding/comprehension, and 'Know how to' indicates Level 3 application.

Learning Outcome	Assessment Criteria	BL	No. marks
1. Understand how to plan and build a service value stream to create, deliver and support services	1.1 Understand the concepts and challenges relating to the following across the service value system: a) Organizational structure (2.1.1) b) Integrated/collaborative teams (2.3.5, 2.3.5.1-3) c) Team capabilities, roles and competencies (2.2.1-2, 2.2.2.1-2) d) Team culture and differences (2.3.1-5) e) Working to a customer-orientated mindset (2.3.6, 2.3.6.1) f) Employee satisfaction management (2.2.4) g) The value of positive communications (2.3.7, 2.3.7.1)	BL2	4
	1.2 Understand how to use a 'shift-left' approach (5.1.5)	BL2	3
	1.3 Know how to plan and manage resources in the service value system, including: a) Team collaboration and integration (2.3.3 (including subsections), 2.3.5) b) Workforce planning (2.2.3) c) Results based measuring and reporting (2.2.5, 2.2.5.1) d) The culture of continual improvement (2.3.4, 2.3.8)	BL3	4
	1.4 Understand the use and value of information and technology across the service value system, including: a) Integrated service management toolsets (3.9.1-2) b) Integration and data sharing (3.1, 3.1.1-2) c) Reporting and advanced analytics (3.2, 3.2.1-2) d) Collaboration and workflow (2.3.6.1, 3.3, 3.3.1-3) e) Robotic process automation (RPA) (3.4, 3.4.1-3) f) Artificial intelligence and machine learning (3.5, 3.5.1-3, 3.6, 3.6.1-2) g) Continuous integration and delivery/deployment (CI/CD) (3.7- 3.7.4) h) Information models (3.8, 3.8.1)	BL2	4

Learning Outcome	Assessment Criteria	BL	No. marks
2. Know how relevant ITIL practices contribute to creation, delivery and support across the SVS and value streams	2.1. Know how to use a value stream to design, develop and transition new services (4, 4.1, 4.1.1-7, 4.2.1 (including subsections))	BL3	3
	2.2 Know how the following ITIL practices contribute to a value stream for a new service (4.2.1 (including subsections), and the following references from the practice guidance): a) Service design (2.1, 2.2.1, 2.4 (including subsections)) b) Software development and management (2.1, 2.3 & 2.4 (including subsections)) c) Deployment management (2.1, 2.2.2, 2.3 & 2.4 (including subsections)) d) Release management (2.1, 2.3 & 2.4 (including subsections)) e) Service validation and testing (2.1, 2.3 & 2.4 (including subsections)) f) Change enablement (2.1, 2.2.1, 2.4 (including subsections), 4.1.1, 4.1.2)	BL3	5
	2.3 Know how to use a value stream to provide user support (4, 4.1, 4.1.1-7, 4.2.2 (including subsections))	BL3	3
	2.4 Know how the following ITIL practices contribute to a value stream for user support (4.2.2 (including subsections), and the following references from the practice guidance): a) Service desk (2.1, 2.2.2 & 2.4 (including subsections)) b) Incident management (2.1, 2.2, 2.4 (including subsections), 3.2.1, tab 3.2) c) Problem management (2.1, 2.2.1, 2.4 (including subsections), 3.2.1, tab 3.1, 3.2.2, tab 3.4) d) Knowledge management (2.1. 2.2.4 & 2.4 (including subsections)) e) Service level management (2.1, 2.3 & 2.4 (including subsections), tab 2.3) f) Monitoring and event management (2.1 & 2.4 (including subsections))	BL3	5
3. Know how to create, deliver and support services	3.1 Know how to co-ordinate, prioritize and structure work and activities to create, deliver and support services, including: a) Managing work as tickets (5.1, 5.1.1, 5.1.2, 5.1.4) b) Prioritizing work (5.1, 5.1.1-4)	BL3	5
	3.2 Understand the use and value of the following across the service value system: a) Buy vs build considerations (5.2.1, 5.2.1.1-3) b) Sourcing options (5.2, 5.2.2-3) c) Service integration and management (5.2.4, 5.2.4.1)	BL2	4

Learning Outcome	Assessment Criteria	BL	No. marks

3   ITIL 4 Create, Deliver & Support Examination Design

3.1 EXAMINATION ADMINISTRATION

Duration: 90 minutes

NOTE: Candidates taking the exam in a language that is not their native or working language may be awarded 25% extra time, i.e. 113 minutes in total.

Materials permitted: This is a 'closed book' examination. No materials other than the examination materials are permitted.

Prerequisites: The candidate must have passed the ITIL 4 Foundation examination. In addition, the candidate must have attended an accredited training course for this module (the recommended duration for this training is 18 hours including the examination).

3.2 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', '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 '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.

3.3 SCORING

Number of questions: 40

Marks: Each question is worth 1 mark. There are 40 marks available.

There is no negative marking.

Provisional pass mark: 70% or higher – a raw score of 28 marks or above

3.4 WEIGHTINGS BY Bloom's LEVEL

There are 15 questions at Bloom's Level 2 = 37.5%

There are 25 questions at Bloom's Level 3 = 62.5%

3.5 WEIGHTINGS BY LEARNING OUTCOME

Learning Outcome	No.OTQs	Approx. weighting
1. Understand how to plan and build a service value stream to create, deliver and support services	15	37.5%
2. Know how relevant ITIL practices contribute to creation, delivery and support across the SVS and value streams	16	40%
3. Know how to create, deliver and support services	9	22.5%