

# ITIL® Foundation Exam Specification

September 2018

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# 1. Introduction

The purpose of this document is to outline:

- the learning outcomes of the ITIL Foundation qualification and the assessment criteria that a candidate is expected to meet for each learning outcome (with reference to the ITIL Foundation 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:

- Our Examination Institute partner, PeopleCert
- Accredited Organization partners

The purpose of the ITIL Foundation Qualification is:

- to introduce readers to the management of modern IT-enabled services, to provide them with an understanding of the common language and key concepts, and to show them how they can improve their work and the work of their organization with ITIL 4 guidance. Furthermore, the qualification will provide the candidate with an understanding of the ITIL 4 service management framework and how it has evolved to adopt modern technologies and ways of working.

The purpose of the ITIL Foundation Examination is:

- to assess whether the candidate can demonstrate sufficient recall and understanding of the ITIL 4 service management framework, as described in the syllabus below, to be awarded the ITIL 4 Foundation qualification. The ITIL 4 Foundation qualification is a prerequisite for the ITIL 4 higher level qualifications, which assess the ability to apply concepts understanding of the relevant parts of the ITIL framework in context.

The target audience for this qualification is:

- Individuals at the start of their journey in Service Management
- ITSM Managers and aspiring ITSM Managers
- Individuals working in other parts of "IT" (digital, product, development) with strong interface with service delivery
- Existing ITIL qualification holders wishing to update their knowledge.

## 2. ITIL Foundation Syllabus

The table below specifies the learning outcomes of the ITIL Foundation 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): 'Recall' / 'Define' indicates Level 1 basic recall and recognition, 'Describe' / 'Explain', indicates Level 2 understanding/comprehension.

Learning Outcome	Assessment Criteria	BL	No. marks
1. Understand the key concepts of service management	1.1 Recall the definition of: a) Service (2.3.1) b) Utility (2.5.4) c) Warranty (2.5.4) d) Customer (2.2.2) e) User (2.2.2) f) Service management (1.2) g) Sponsor (2.2.2)	BL1	2
	1.2 Describe the key concepts of creating value with services (2.1, 2.2, 2.5 including all subsections): a) Cost b) Value c) Organization d) Outcome e) Output f) Risk g) Utility h) Warranty	BL2	2
	1.3 Describe the key concepts of service relationships: (2.3.2, 2.4, 2.4.1): a) Service offering b) Service relationship management c) Service provision d) Service consumption	BL2	1
2. Understand how the ITIL guiding principles can help an organization adopt and adapt service management	2.1 Describe the nature, use and interaction of the guiding principles (4.3, 4.3.8)	BL2	1
	2.2 Explain the use of the guiding principles (4.3): a) Focus on value (4.3.1) b) Start where you are (4.3.2) c) Progress iteratively with feedback (4.3.3) d) Collaborate and promote visibility (4.3.4) e) Think and work holistically (4.3.5) f) Keep it simple and practical (4.3.6) g) Optimize and automate (4.3.7)	BL2	4
3. Understand the four dimensions of service management	3.1 Describe the four dimensions of service management (3): a) Organizations and people (3.1) b) Information and technology (3.2) c) Partners and suppliers (3.3) d) Value streams and processes (3.4-3.4.2)	BL2	2
4. Understand the purpose and components of the ITIL service value system	4.1 Describe the ITIL service value system (4.1)	BL2	1
5. Understand the activities of the service value chain, and how they interconnect	5.1 Describe the interconnected nature of the service value chain and how this supports value streams (4.5)	BL2	1

Learning Outcome	Assessment Criteria	BL	No. marks
	5.2 Describe the inputs, outputs and purpose of each value chain activity: <ul style="list-style-type: none"> <li>a) Plan (4.5.1)</li> <li>b) Improve (4.5.2)</li> <li>c) Engage (4.5.3)</li> <li>d) Design &amp; transition (4.5.4)</li> <li>e) Obtain/build (4.5.5)</li> <li>f) Deliver &amp; support (4.5.6)</li> </ul>	BL2	3
6. Know the purpose and key terms of 18 ITIL practices	6.1 Recall the purpose of the following ITIL practices: <ul style="list-style-type: none"> <li>a) Information security management (5.1.3)</li> <li>b) Relationship management (5.1.9)</li> <li>c) Supplier management (5.1.13)</li> <li>d) Availability management (5.2.1)</li> <li>e) Capacity and performance management (5.2.3)</li> <li>f) IT asset management (5.2.6)</li> <li>g) Service continuity management (5.2.12)</li> <li>h) Monitoring and event management (5.2.7)</li> <li>i) Release management (5.2.9)</li> <li>j) Service configuration management (5.2.11)</li> <li>k) Deployment management (5.3.1)</li> <li>l) Continual improvement (5.1.2)</li> <li>m) Change control (5.2.4)</li> <li>n) Incident management (5.2.5)</li> <li>o) Problem management (5.2.8)</li> <li>p) Service request management (5.2.16)</li> <li>q) Service desk (5.2.14)</li> <li>r) Service level management (5.2.15)</li> </ul>	BL1	5
	6.2 Recall definitions of the following ITIL terms: <ul style="list-style-type: none"> <li>a) Availability (5.2.1)</li> <li>b) IT asset (5.2.6)</li> <li>c) Event (5.2.7)</li> <li>d) Configuration item (5.2.11)</li> <li>e) Change (5.2.4)</li> <li>f) Incident (5.2.5)</li> <li>g) Problem (5.2.8)</li> <li>h) Known error (5.2.8)</li> </ul>	BL1	2
7. Understand 7 ITIL practices	7.1 Explain the following ITIL practices in detail, including how they fit within the service value chain: <ul style="list-style-type: none"> <li>a) Continual improvement (5.1.2,) including:               <ul style="list-style-type: none"> <li>- The continual improvement model (4.6, fig 4.3)</li> </ul> </li> <li>b) Change control (5.2.4)</li> <li>c) Incident management (5.2.5)</li> <li>d) Problem management (5.2.8)</li> <li>e) Service request management (5.2.16)</li> <li>f) Service desk (5.2.14)</li> <li>g) Service level management (5.2.15)</li> </ul>	BL2	16

## 3 ITIL Foundation Examination Design

### 3.1 Examination Administration

Duration: 60 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. 75 minutes in total.

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

### 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', '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.

### 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: 65% or higher - a raw score of 26 marks or above

### 3.4 Weightings by Bloom's Level

There are 9 questions at Bloom's Level 1 = approx. 22.5%

There are 31 questions at Bloom's Level 2 = approx. 77.5%

### 3.5 Weightings by Learning Outcome

Learning Outcome	No.OTQs	Approx. weighting
1. Understand the key service concepts	5	12.5%
2. Understand how the ITIL guiding principles can help an organization adopt and adapt service management	5	12.5%
3. Understand the four dimensions of service management	2	5%
4. Understand the purpose and components of the ITIL service value system	1	2.5%
5. Understand the activities of the service value chain, and how they interconnect	4	10%
6. Know the purpose and key terms of 18 ITIL practices	7	17.5%
7. Understand 7 ITIL practices	16	40%