

ITIL® 4

ITIL 4 Practice:

**Service Request Management
Syllabus**

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1 Introduction

The purpose of this document is to outline:

- the learning outcomes of the ITIL 4 Service Request Management Practice qualification and the assessment criteria that a candidate is expected to meet for each learning outcome (with reference to the ITIL 4 Service Request Management 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 Service Request Management Practice qualification.

This module focuses on providing the candidates with the understanding of the key concepts, principles, value and challenges of the ITIL 4 Service Request Management Practice. It is intended to provide candidates with best practice guidance at both strategic and operational levels on how to support the agreed quality of a service by handling all predefined, user-initiated service requests in an effective and user-friendly manner.

The ITIL 4 Service Request Management 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 Service Request Management Practice publication.

2 Exam Overview

Material allowed	None	This is a 'closed book' exam. The ITIL 4 Service Request Management 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%	You 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 2 questions, you need to show understanding of the concepts, methods and principles of the ITIL 4 Service Request Management Practice module. For Bloom's 3 questions, you need to demonstrate application of these concepts, methods and principles of the ITIL 4 Service Request Management 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 you 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 Service Request Management Practice Syllabus

The table below specifies the learning outcomes of the ITIL 4 Service Request Management 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 practice success factors (PSF) & key metrics of the practice (2.4, 2.5, table 2.3)	2	
	1.3. Explain the key terms/concepts: a) Service request and its main characteristics b) Service request model c) Request catalogue (2.1, 2.2 including subsections)	2	
2 The processes of the practice	2.1 Describe inputs and outputs of the processes (Tables 3.1, 3.3)	2	5
	2.2 Describe the key activities of the processes (Tables 3.2, 3.4)	2	
	2.3 Know how to integrate the practice in the organization's value streams (3.2.2 including subsections)	3	

Learning Outcome	Assessment Criteria	Bloom's Level	Marks
3 The roles and competencies of the practice	3.1 Describe the responsibilities of the key roles of the practice (4.1, table 4.1)	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 Know how to 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 (6.1, 6.1.1)	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 service request management success and how they are supported by the ITIL guiding principles (8)	3	1

