



# ITIL® 4 Managing Professional

## Create, Deliver & Support (CDS) Candidate Syllabus

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## Contents

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1	Introduction	3
2	Exam Overview	4
3	Question Types	5
4	ITIL 4 Create, Deliver & Support Syllabus	6

# 1 Introduction

The ITIL 4 Create, Deliver and Support (CDS) qualification is intended 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

The ITIL 4 Create, Deliver and Support examination is intended 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.

## 2 Exam Overview

Material allowed	None	This is a 'closed book' exam. The ITIL 4: Create, Deliver and Support publication and the ITIL Practices Guidance documentation should be used for study, but are NOT permitted to be used in the exam.
Exam duration	90 minutes	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.
Number of marks	40 marks	There are 40 questions, each worth 1 mark. There is no negative marking.
Provisional Pass mark	28 marks	You will need to get 28 questions correct (70%) 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 CDS. For Bloom's 3 questions, you need to demonstrate application of these concepts, methods and principles of CDS, as well as information from the related practices
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' question 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 '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.

### 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 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

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