



**ITIL® 4 Specialist:
Collaborate, Assure, and Improve**

Syllabus



Official Training Materials



1. Introduction

The purpose of this document is to outline:

- the learning outcomes of the ITIL® 4 Specialist: Collaborate, Assure, and Improve module and the assessment criteria that a candidate is expected to meet for each learning outcome (with references to the ITIL® 4 Relationship Management, ITIL® 4 Supplier Management, ITIL® 4 Service Level Management, ITIL® 4 Continual Improvement, ITIL® 4 Information Security Management Official Practice Guides)
- the examination design, in terms of question types to be used, exam duration, and administrative considerations
- the weightings (number of questions) across learning areas and 'Bloom's level' (level of cognitive processing required to answer the question/task, according to Bloom's (revised) taxonomy). Sections labelled NE are non-examinable.

The target audience for this document is candidates taking the ITIL® 4 Specialist: Collaborate, Assure, and Improve module.

This module compiles for the candidates the understanding of the key concepts, principles, value and challenges of ITIL's five management practices, namely, the relationship management practice, the supplier management practice, the service level management practice, the continual improvement practice, the information security management practice. It is intended to provide candidates with best practice guidance at both strategic and operational levels of maximizing value from the practices.

The ITIL® 4 Specialist: Collaborate, Assure, and Improve 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 Relationship Management, ITIL® 4 Supplier Management, ITIL® 4 Service Level Management, ITIL® 4 Continual Improvement, ITIL® 4 Information Security Management Official Practice Guides.

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 Relationship Management, ITIL® 4 Supplier Management, ITIL® 4 Service Level Management, ITIL® 4 Continual Improvement, ITIL 4® Information Security Management Official Practice Guides 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	60 marks	There are 60 questions, each worth 1 mark. There is no negative marking.
Provisional Pass mark	65%	You need to answer 39 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 Specialist: Collaborate, Assure, and Improve module. For Bloom's level 3 questions, you need to demonstrate application of these concepts, methods and principles of the ITIL® 4 Specialist: Collaborate, Assure, and Improve module.
Question types	Standard, Negative, Missing word(s), and 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 'missing word(s)' questions, there is a sentence with a word or more words missing and candidates have to select the missing word from four options. 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

All 60 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' OTQ.

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 'Missing word(s)' 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' OTQ:

Which should **NOT** be used when dealing with vendors?

- 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 should not be done or should not occur.

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

4. Syllabus

The table below specifies the learning outcomes of the ITIL® 4 Specialist: Collaborate, Assure, and Improve module, and the assessment criteria used to assess a candidate's achievement of these learning outcomes, subsequent to a course of study.

Note: Official Practice Guide references are in parentheses where each practice guide is referenced with an abbreviation where RSM stands for Relationship Management, SM: Supplier Management, SLM: Service Level Management, CI: Continual Improvement, ISM: Information Security Management. 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 Area	Learning Outcome	Assessment Criteria	Bloom's Level	Marks
1. Relationship Management (RSM)	1.1 The key concepts of the practice	1.1.1 Explain the purpose of the practice (RSM: 2.1)	2	12
		1.1.2 Describe the PSFs & key metrics of the practice (RSM: 2.4.1, 2.4.2, 2.4.3, including subsections, 2.5)	2	
		1.1.3 Explain the key terms/concepts: a) types of relationships in organizations (business associate, business friend, personal friend) b) types of service relationships between organizations (basic, cooperative, partnership) c) steps of service relationship journey (explore, engage, offer, agree, onboard/off-board, co-create, realize) d) relationship models (RSM: 2.2.1 including subsections, 2.2.4, 2.2.5, 2.2.6)	2	
	1.2 The processes of the practice	1.2.1 Describe inputs and outputs of the processes (RSM: Tables 3.1 and 3.3)	2	
		1.2.2 Describe the key activities of the	2	

Learning Area	Learning Outcome	Assessment Criteria	Bloom's Level	Marks
		processes (RSM: Tables 3.2 and 3.4)		
		1.2.3 Know how to integrate the practice in the organization's value streams (RSM: 3.2.2, 3.2.3, including subsections)	3	
	1.3 The roles and competences of the practice	1.3.1 Describe the responsibilities of the key roles of the practice: a) relationship manager b) relationship agent (RSM: 4.1.1)	2	
		1.3.2 Know how to position the practice in the organizational structure (RSM: 4.2)	3	
	1.4 How information and technology support and enable the practice	1.4.1 Explain the tools application (RSM: Table 5.1)	2	
		1.4.2 Apply the recommendations on automation (RSM: 5.2.1)	3	
	1.5 The role of partners and suppliers in the practice	1.5.1 Explain the dependencies of the practice on third parties (RSM: 6.1)	2	
		1.5.2 Explain how partners and suppliers can support the practice (RSM: 6.2)	2	
	1.6 How the ITIL capability model can be used to develop the practice	1.6.1 Explain how capability criteria support the practice capability development (RSM: 7.1, 7.3)	2	
	1.7 The recommendations for the practice success	1.7.1 Understand the recommendations for relationship management success and how they are supported by the ITIL guiding principles (RSM: 8)	3	
2. Supplier Management (SM)	2.1 The key concepts of the practice	2.1.1 Explain the purpose of the practice (SM: 2.1)	2	12
		2.1.2 Describe the PSFs & key metrics of the practice	2	

Learning Area	Learning Outcome	Assessment Criteria	Bloom's Level	Marks
		(SM: 2.4.1, 2.4.2, 2.4.3, 2.5)		
		2.1.3 Explain the key terms/concepts: a) supplier b) contract c) RfX d) RFI e) RFP f) RFQ g) RFB h) RFD (SM: 2.2)	2	
	2.2 The processes of the practice	2.2.1 Describe inputs and outputs of the processes (SM: Tables 3.1 and 3.3)	2	
		2.2.2 Describe the key activities of the processes (SM: Tables 3.2 and 3.4)	2	
		2.2.3 Know how to integrate the practice in the organization's value streams (SM: 3.2.2, 3.2.3, including subsections)	3	
	2.3 The roles and competences of the practice	2.3.1 Describe the responsibilities of the key roles of the practice: a) supplier manager b) supplier coordinator (SM: 4.1.1, 4.1.2)	2	
		2.3.2 Know how to position the practice in the organizational structure (SM: 4.2)	3	
	2.4 How information and technology support and enable the practice	2.4.1 Explain the tools application (SM: Table 5.1)	2	
		2.4.2 Apply the recommendations on automation (SM: 5.2.1)	3	
	2.5 The role of partners and suppliers in the practice	2.5.1 Explain the dependencies of the practice on third parties (SM: 6)	2	
		2.5.2 Explain how partners and suppliers can	2	

Learning Area	Learning Outcome	Assessment Criteria	Bloom's Level	Marks
		support the practice (SM: 6)		
	2.6 How the ITIL capability model can be used to develop the practice	2.6.1 Explain how capability criteria support the practice capability development (SM: 7.1, 7.3)	2	
	2.7 The recommendations for the practice success	2.7.1 Understand the recommendations for supplier management success and how they are supported by the ITIL guiding principles (SM: 8)	3	
3. Service Level Management (SLM)	3.1 The key concepts of the practice	3.1.1 Explain the purpose of the practice (SLM: 2.1)	2	12
		3.1.2 Describe the PSFs & key metrics of the practice (SLM: 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.5)	2	
		3.1.3 Explain the key terms/concepts: a) service quality (SLM: 2.2) b) service level (SLM: 2.2) c) service level agreement (SLM: 2.2, 2.2.1, 2.2.2, 2.2.3) d) utility, warranty, experience (SLM: 2.2.4 and 2.2.5) (SLM: 2.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5)	2	
	3.2 The processes of the practice	3.2.1 Describe inputs and outputs of the processes (SLM: Tables 3.1 and 3.3)	2	
		3.2.2 Describe the key activities of the processes (SLM: Tables 3.2 and 3.4)	2	
		3.2.3 Know how to integrate the practice in the organization's value streams (SLM: 3.2.2, 3.2.3, including subsections)	3	

Learning Area	Learning Outcome	Assessment Criteria	Bloom's Level	Marks		
	3.3 The roles and competences of the practice	3.3.1 Describe the responsibilities of the key roles of the practice: a) service owner b) service level manager (SLM: 4.1.1, 4.1.2)	2			
		3.3.2 Know how to position the practice in the organizational structure (SLM: 4.2)	3			
	3.4 How information and technology support and enable the practice	3.4.1 Explain the tools application (SLM: Table 5.1)	2			
		3.4.2 Apply the recommendations on automation (SLM: 5.2.1)	3			
	3.5 The role of partners and suppliers in the practice	3.5.1 Explain the dependencies of the practice on third parties (SLM: 6.1)	2			
		3.5.2 Explain how partners and suppliers can support the practice (SLM: 6.2)	2			
	3.6 How the ITIL capability model can be used to develop the practice	3.6.1 Explain how capability criteria support the practice capability development (SLM: 7.1, 7.3)	2			
	3.7 The recommendations for the practice success	3.7.1 Understand the recommendations for service level management success and how they are supported by the ITIL guiding principles (SLM: 8)	3			
	4. Continual Improvement (CI)	4.1 The key concepts of the practice	4.1.1 Explain the purpose of the practice (CI: 2.1)		2	12
			4.1.2 Describe the PSFs & key metrics of the practice (CI: 2.4.1, including subsections, 2.4.2, including subsections, 2.5)		2	
4.1.3 Explain the key terms/concepts:			2			

Learning Area	Learning Outcome	Assessment Criteria	Bloom's Level	Marks
		a) improvement b) vision c) business as usual d) improvement register (CI: 2.2)		
	4.2 The processes of the practice	4.2.1 Describe inputs and outputs of the processes (CI: Tables 3.1 and 3.3)	2	
		4.2.2 Describe the key activities of the processes (CI: Tables 3.2 and 3.4)	2	
		4.2.3 Know how to integrate the practice in the organization's value streams (CI: 3.2.2, 3.2.3 including subsections)	3	
	4.3 The roles and competences of the practice	4.3.1 Describe the responsibilities of the key roles of the practice: a) continual improvement coordinator (CI: 4.1.1)	2	
		4.3.2 Know how to position the practice in the organizational structure (CI: 4.2, including subsections)	3	
	4.4 How information and technology support and enable the practice	4.4.1 Explain the tools application (CI: Table 5.1)	2	
		4.4.2 Apply the recommendations on automation (CI: 5.2.1)	3	
	4.5 The role of partners and suppliers in the practice	4.5.1 Explain the dependencies of the practice on third parties (CI: 6, 6.1, including subsections)	2	
		4.5.2 Explain how partners and suppliers can support the practice (CI: 6.2, 6.3)	2	
	4.6 How the ITIL capability model can be used to	4.6.1 Explain how capability criteria support the practice capability development (CI: 7.1, 7.3)	2	

Learning Area	Learning Outcome	Assessment Criteria	Bloom's Level	Marks
	develop the practice			
	4.7 The recommendations for the practice success	4.7.1 Understand the recommendations for continual improvement success and how they are supported by the ITIL guiding principles (CI: 8)	3	
5. Information Security Management (ISM)	5.1 The key concepts of the practice	5.1.1 Explain the purpose of the practice (ISM: 2.1)	2	12
		5.1.2 Describe the PSFs & key metrics of the practice (ISM: 2.4.1, 2.4.2, 2.4.3, 2.4.4, including subsections, 2.5)	2	
		5.1.3 Explain the key terms/concepts: a) information security characteristics (confidentiality, availability, integrity) b) authentication c) non-repudiation d) threat, threat actor e) vulnerability f) risk, control, risk treatment, residual risk (ISM: 2.2, including subsections, 2.2.3)	2	
	5.2 The processes of the practice	5.2.1 Describe inputs and outputs of the processes (ISM: Tables 3.1 and 3.3)	2	
		5.2.2 Describe the key activities of the processes (ISM: Tables 3.2 and 3.4)	2	
		5.2.3 Know how to integrate the practice in the organization's value streams (ISM: 3.2.2, including subsections, 3.2.3, including subsections)	3	
	5.3 The roles and competences of the practice	5.3.1 Describe the responsibilities of the key roles of the practice: a) chief information security officer	2	

Learning Area	Learning Outcome	Assessment Criteria	Bloom's Level	Marks
		b) information security manager (ISM: 4.1.1, 4.1.2)		
		5.3.2 Know how to position the practice in the organizational structure (ISM: 4.2)	3	
	5.4 How information and technology support and enable the practice	5.4.1 Explain the tools application (ISM: Table 5.1)	2	
		5.4.2 Apply the recommendations on automation (ISM: 5.2.1)	3	
	5.5 The role of partners and suppliers in the practice	5.5.1 Explain the dependencies of the practice on third parties (ISM: 6.1)	2	
		5.5.2 Explain how partners and suppliers can support the practice (ISM: 6.2)	2	
	5.6 How the ITIL capability model can be used to develop the practice	5.6.1 Explain how capability criteria support the practice capability development (ISM: 7.1, 7.3)	2	
	5.7 The recommendations for the practice success	5.7.1 Understand the recommendations for information security management success and how they are supported by the ITIL guiding principles (ISM: 8)	3	
6. Collaborate, Assure and Improve	6.1 Understand the processes and value streams of the Collaborate, Assure and Improve practices	6.1.1 Understand the role of the incident resolution service value stream in the organization's service value system		NE*
		6.1.2 Understand the role of the request fulfilment service value stream in the organization's service value system		
		6.1.3 Know how the Collaborate, Assure and Improve practices contribute to the		

Learning Area	Learning Outcome	Assessment Criteria	Bloom's Level	Marks
		incident resolution service value stream		
		6.1.4 Know how the Collaborate, Assure and Improve practices contribute to the request fulfilment service value stream		
	6.2 How information and technology support and enable the practices	6.2.1 Understand what information is exchanged between the Collaborate, Assure and Improve practices in the context of the incident resolution and request fulfilment service value streams		
	6.3 Recommendations for the Collaborate, Assure and Improve practices success	6.3.1 Understand the recommendations for the Collaborate, Assure and Improve practices success and how they are supported by the ITIL guiding principles		

*Non-Examinable

5. Exam Specification

The **ITIL® 4 Collaborate, Assure, and Improve Specialist examination** will consist of **five (5)** sections with the following structure:

Learning Outcome	Weighting %
1. Relationship Management (RSM)	20%
2. Supplier Management (SM)	20%
3. Service Level Management (SLM)	20%
4. Continual Improvement (CI)	20%
5. Information Security Management (ISM)	20%
Total	100%

