ITIL® Product

VERSION 5

Global Best Practice

AI NATIVE

For all organizations and people aiming to create excellent digital products!

Syllabus

PeopleCert

Official Training Materials

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1. Introduction

ITIL® Product (Version 5) is intended to provide candidates with the guidance needed to innovate and co-create value through digital products, in alignment with the ITIL guidance. Furthermore, it provides practical direction to help candidates align people, processes, and technology, to navigate the complexities of the product lifecycle and ensure that products deliver measurable value aligned with business goals.

The ITIL Product (Version 5) examination is intended to assess whether the candidate can demonstrate sufficient understanding and application of the ITIL framework concepts, as described in the syllabus below, to be awarded the ITIL Product (Version 5) qualification. ITIL Foundation (Version 5) is a prerequisite for all the ITIL (Version 5) higher level qualifications, which assess the candidate's ability to apply their understanding of the relevant parts of the ITIL framework in context.

2. Exam Overview

Material allowed	ITIL Product (Version 5)	This is an '**open book**' exam. The *ITIL® Product (Version 5)* Official Book should be used (and candidates can make notes inside the book), but no other material is allowed.
Exam duration	90 minutes	Candidates taking the exam in a language that is not their native or working language are awarded 25% extra time, that is 113 minutes in total.
Number of marks	40 marks	There are 40 questions, each worth 1 mark. There is no negative marking.
Pass mark	28 marks	Candidates will need to get 28 questions correct (70%) to pass the exam.
Bloom's Level (BL)	BL 2 and 3	Bloom's level indicates the type of thinking needed to answer the question. For Bloom's level 2 questions, candidates need to **understand** concepts of the ITIL framework. For Bloom's level 3 questions, candidates need to **apply** these concepts in a real-life situation.
Exam format	Scenario, ICR's Unified Mobile App: A Product Lifecycle Journey	Candidates should use the 'ITIL Car Rental Scenario' which gives background information that the questions apply to. For at least one question, candidates will also need to use the scenario '**ICR's Unified Mobile App: A Product Lifecycle Journey**' part.
Question types	Multiple Choice Questions (MCQs)	The questions are all 'multiple choice'. **'Standard'** questions have a stem 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(s) from four options. For the '**List'** questions, there is a list of four statements, and candidates have to select two correct statements from the list.

3. Question Types

All multiple choice 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(s)', 'List' (2 correct items), and, exceptionally, 'Negative' standard OTQs.

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(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' 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.

Practice with the Sample Papers to understand the exam format, question types, and level of difficulty – and walk into your exam with confidence.

4. Syllabus

The table below specifies the learning outcomes of the ITIL Product (Version 5), and the assessment criteria used to assess a candidate's achievement of these learning outcomes, subsequent to a course of study.

Note: Official Book references are in parentheses. These refer to the section, but not the subsections within it (unless stated). The verb for each assessment criterion indicates the Bloom's level (BL): 'Describe'/'Explain', indicates Level 2 understanding/ comprehension, 'Apply'/'Differentiate', indicates Level 3 application.

Category	Topic	Assessment Criteria		BL
1. Digital products and services	1.1 Introduction to digital products and services	1.1.1	Understand the key concepts of digital products and services (2.1,2.2)	2
		1.1.2	Describe the characteristics of digital products (2.1, 2.1.1)	2
		1.1.3	Explain how digital products and services create value (2.2, 2.2.1)	2
		1.1.4	Understand the scope and purpose of the ITIL Product and Service Lifecycle Model (2.1.2)	2
		1.1.5	Describe the lifecycle management activities of a digital product (2.1.2, 2.2)	2
		1.1.6	Understand how an organization's value chain activities support the ITIL Product and Service Lifecycle (2.1.2)	2
	1.2 The digital product and service lifecycle management activities	1.2.1	Describe the purpose of the 'discover' activity (3.1.1)	2
		1.2.2	Describe the purpose of the 'design' activity (4.1.1)	2
		1.2.3	Describe the purpose of the 'acquire' activity (5.1.1)	2
		1.2.4	Describe the purpose of the 'build' activity (6.1.1)	2
		1.2.5	Describe the purpose of the 'transition' activity (7.1.1)	2
		1.2.6	Describe the purpose of the 'operate' activity (8.1.1)	2
		1.2.7	Describe the purpose of the 'deliver' activity (9.1.1)	2
		1.2.8	Describe the purpose of the 'support' activity (10.1.1)	2
		1.2.9	Describe the benefits of the ITIL Product and Service Lifecycle management activities from a product vendor perspective (3.1.2, 4.1.2, 5.1.2, 6.1.2, 7.1.2, 8.1.2, 9.1.2, 10.1.2, including subsections for each one)	2
		1.2.10	Describe the challenges of the ITIL Product and Service Lifecycle management activities, from a product vendor perspective (3.1.2, 4.1.2, 5.1.2,	2

Category	Topic	Assessment Criteria		BL
			6.1.2, 7.1.2, 8.1.2, 9.1.2, 10.1.2 including subsections for each one)	
2. Discover	2.1 Key concepts and practices of the 'discover' activity	2.1.1	Understand the key concepts of the 'discover' activity (3.1.3)	2
		2.1.2	Explain how vision, strategy, and portfolio inform discovery (3.1.2.2)	2
		2.1.3	Describe the practices enabling the 'discover' activity and their role in the 'discover' activity (3.3 Table 3.3)	2
	2.2 Steps and outputs of the 'discover' activity	2.2.1	Describe the outputs of the 'discover' activity (3.2.2)	2
		2.2.2	Apply the steps of the 'discover' activity (3.2, 3.2.1 including subsections)	3
	2.3 Success factors and metrics of the 'discover' activity	2.3.1	Explain the Critical Success Factors (CSFs) and metrics of the 'discover' activity (3.4.1, 3.4.2)	2
		2.3.2	Apply recommendations for effective/successful discovery (3.4.3)	3
3. Design	3.1 Key concepts and practices of the 'design' activity	3.1.1	Understand the key concepts of the 'design' activity (4.1.3)	2
		3.1.2	Describe the practices enabling the 'design' activity and their role in the activity (4.3 Table 4.3)	2
	3.2 Steps and outputs of the 'design' activity	3.2.1	Describe the outputs of the 'design' activity (4.2.2)	2
		3.2.2	Apply the steps of the 'design' activity (4.2, 4.2.1 including subsections)	3
	3.3 Success factors and metrics of the 'design' activity	3.3.1	Explain the CSFs and metrics of the 'design' activity (4.4.1, 4.4.2)	2
		3.3.2	Apply recommendations for effective design (4.4.3)	3
4. Acquire	4.1 Key concepts and practices of the 'acquire' activity	4.1.1	Describe the differences between the acquisition of technology, people, and third-party services (5.1 including subsections)	2
		4.1.2	Describe the practices enabling the 'acquire' activity and their role in the activity (5.3 Table 5.2)	2
	4.2 Steps and outputs of the 'acquire' activity	4.2.1	Describe the outputs of the 'acquire' activity (5.2.2)	2
		4.2.2	Apply the steps of the 'acquire' activity (5.2, 5.2.1 including subsections)	3
	4.3 Success factors and metrics of the 'acquire' activity	4.3.1	Explain the CSFs and metrics of the 'acquire' activity (5.4.1, 5.4.2)	2
		4.3.2	Apply recommendations for effective acquisition (5.4.3)	3
5. Build	5.1 Key concepts and practices	5.1.1	Describe the integration of design into 'build' activity (6.1 including subsections)	2

Category	Topic	Assessment Criteria		BL
	of the 'build' activity	5.1.2	Describe the practices enabling the 'build' activity and their role in the activity (6.3 Table 6.2)	2
	5.2 Steps and outputs of the 'build' activity	5.2.1	Describe the outputs of the 'build' activity (6.2.2)	2
		5.2.2	Apply the steps of the 'build' activity (6.2, 6.2.1 including subsections)	3
	5.3 Success factors and metrics of the 'build' activity	5.3.1	Explain the CSFs and metrics of the 'build' activity (6.4.1, 6.4.2)	2
		5.3.2	Apply recommendations for effective build (6.4.3)	3
6. Transition	6.1 Key concepts and practices of the 'transition' activity	6.1.1	Understand the key concepts of the 'transition' activity (7.1 including subsections)	2
		6.1.2	Describe the practices enabling the 'transition' activity and their role in the activity (7.3 Table 7.2)	2
	6.2 Steps and outputs of the 'transition' activity	6.2.1	Describe the outputs of the 'transition' activity (7.2.2)	2
		6.2.2	Apply the steps of the 'transition' activity (7.2, 7.2.1 including subsections)	3
	6.3 Success factors and metrics of the 'transition' activity	6.3.1	Explain the CSFs and metrics of the 'transition' activity (7.4.1, 7.4.2)	2
		6.3.2	Apply recommendations for effective transition (7.4.3)	3
7. Operate	7.1 Key concepts and practices of the 'operate' activity	7.1.1	Understand the key concepts of the 'operate' activity (8.1 including subsections)	2
		7.1.2	Describe the practices enabling the 'operate' activity and their role in the activity (8.3 Table 8.2)	2
	7.2 Steps and outputs of the 'operate' activity	7.2.1	Describe the outputs of the 'operate' activity (8.2.2)	2
		7.2.2	Apply the steps of the 'operate' activity (8.2, 8.2.1 including subsections)	3
	7.3 Success factors and metrics of the 'operate' activity	7.3.1	Explain the CSFs and metrics of the 'operate' activity (8.4.1, 8.4.2)	2
		7.3.2	Apply recommendations for effective operation (8.4.3)	3
8. Deliver	8.1 Key concepts and practices of the 'deliver' activity	8.1.1	Describe the service delivery in product lifecycle (9.1 including subsections)	2
		8.1.2	Describe the practices enabling the 'deliver' activity and their role in the activity (9.3 Table 9.2)	2
	8.2 Steps and outputs of the 'deliver' activity	8.2.1	Describe the outputs of the 'deliver' activity (9.2.2)	2
		8.2.2	Apply the steps of the 'deliver' activity (9.2, 9.2.1 including subsections)	3

Category	Topic	Assessment Criteria		BL
	8.3 Success factors and metrics of the 'deliver' activity	8.3.1	Explain the CSFs and metrics of the 'deliver' activity (9.4.1, 9.4.2)	2
		8.3.2	Apply recommendations for effective delivery 9.4.3)	3
9. Support	9.1 Key concepts and practices of the 'support' activity	9.1.1	Understand the key concepts of the 'support' activity (10.1 including subsections)	2
		9.1.2	Describe the practices enabling the 'support' activity and their role in the activity (10.3 Table 10.2)	2
	9.2 Steps and outputs of the 'support' activity	9.2.1	Describe the outputs of the 'support' activity (10.2.2)	2
		9.2.2	Apply the steps of the 'support' activity (10.2, 10.2.1 including subsections)	3
	9.3 Success factors and metrics of the 'support' activity	9.3.1	Explain the CSFs and metrics of the 'support' activity (10.4.1, 10.4.2)	2
		9.3.2	Apply recommendations for effective support (10.4.3)	3
10. The ITIL Product and Service Lifecycle	10.1 Managing the end-to-end lifecycle	10.1.1	Describe how operating models distribute responsibilities (11.3, 11.3.1, 11.3.2)	2
		10.1.2	Understand the key concepts of the product vendor's value streams (11.4 including subsections)	2
		10.1.3	Explain how value streams integrate lifecycle stages (11.4 including subsections)	2
		10.1.4	Apply principles of organizational and technology enablement across the lifecycle (11.5 including subsections)	3
		10.1.5	Describe digital product management success factors (3.4.1, 4.4.1, 5.4.1, 6.4.1, 7.4.1, 8.4.1, 9.4.1, 10.4.1)	2
		10.1.6	Apply an appropriate organizational structure to support successful product management (11.3 including subsections)	3
	10.2 ITIL, AI and other frameworks	10.2.1	Understand the ITIL AI Capability Model (1.4)	2
		10.2.2	Understand how the use of AI can support product management (1.4, 2.2.3, 8.4.3, 10.1.3, 10.4.1, 10.4.3)	2
		10.2.3	Understand how AI and automation affect methods and tools used for product management (1.4, 2.2.3, 3.1, 4.1, 6.2.1, 8.4.3, 10.1.3, 10.4.1, 10.4.3, 11.1, 11.2)	2
		10.2.4	Understand how ITIL and DevOps are complementary in the management of	2

Category	Topic	Assessment Criteria		BL
			the digital product and service lifecycle (5.4.3, 6.2.1.2, 12.5, 12.5.1)	
		10.2.5	Understand how ITIL and PRINCE2 are complementary in the management of the digital product and service lifecycle (6.1.3.1, 12.5, 12.5.2)	2

5. Exam specification

The examination has the following structure:

Category	Weighting %
1. Digital products and services	15.0%
2. Discover	10.0%
3. Design	10.0%
4. Acquire	10.0%
5. Build	10.0%
6. Transition	7.5%
7. Operate	7.5%
8. Deliver	7.5%
9. Support	7.5%
10. The ITIL Product and Service Lifecycle	15.0%
Total	**100.0%**

In terms of Bloom levels, the examination consists of 65% BL2, and 35% BL3 questions.

Notes

ITIL®

THE LANGUAGE OF GROWTH

Thank you for completing this course!

Please take a few minutes to give us your feedback on your experiences and learning from the course by completing the online course evaluation survey here.

ESG Commitment

PeopleCert has been accredited by Lloyd's Register, UK (now LRQA), in accordance with ISO 14001 for Environmental Management since 2006. Recognized through numerous awards, we remain committed to ESG leadership and the preservation of our planet.