



# ITIL<sup>®</sup> Service VERSION 5

## Global Best Practice



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

# Syllabus


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# 1. Introduction

ITIL® Service (Version 5) is intended to provide candidates with the guidance needed to achieve excellence in digital service management, in alignment with the ITIL guidance. Furthermore, it provides practical direction to help candidates align people, processes, and technology, to manage services across the full lifecycle, ensuring resilience, responsiveness, and customer satisfaction.

The ITIL Service (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 Service (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

<b>Material allowed</b>	ITIL Service (Version 5)	This is an ‘open book’ exam. The <i>ITIL® Service (Version 5) Official Book</i> should be used (and candidates can make notes inside the book), but no other material is allowed.
<b>Exam duration</b>	90 minutes	Candidates taking the exam in a language that is not their native or working language may be awarded 25% extra time, that is 113 minutes in total.
<b>Number of marks</b>	40 marks	There are 40 questions, each worth 1 mark. There is no negative marking.
<b>Pass mark</b>	28 marks	Candidates will need to get 28 questions correct (70%) to pass the exam.
<b>Bloom’s Level (BL)</b>	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 <b>understand</b> concepts of the ITIL framework. For Bloom’s level 3 questions, candidates need to <b>apply</b> these concepts in a real-life situation.
<b>Exam format</b>	Scenario, Implementing a Global HR Management service: An Internal Service Lifecycle	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 <b>‘Implementing a Global HR Management service: An Internal Service Lifecycle’</b> part.
<b>Question types</b>	Multiple Choice Questions (MCQs)	The questions are all ‘multiple choice’. <b>‘Standard’</b> questions have a stem and four answer options. <b>‘Negative’</b> questions are ‘standard’ questions in which the stem is negatively worded. For the <b>‘Missing word(s)’</b> 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 <b>‘List’</b> 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 Service (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 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 services (2.1)	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 service (2.1.2)	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 service provider 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 service provider 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

Category	Topic	Assessment Criteria	BL
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 3.2)	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 including subsections)	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)
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 of the 'build' activity	5.1.1 Describe the integration of design into 'build' activity (6.1.3)
	5.1.2 Describe the practices enabling the 'build' activity and their role in the activity (6.3 Table 6.2)		2

Category	Topic	Assessment Criteria	BL		
	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 activity and their role in the 'transition' 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 how service delivery activities enable value co-creation (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	
	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	

Category	Topic	Assessment Criteria		BL
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 10.3)	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)	2
		10.1.2	Understand the key concepts of the service provider'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 service 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 service 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 service management (1.4, 2.2.3, 11.2.2)	2
		10.2.3	Understand how AI and automation affect methods and tools used for service management (1.4, 8.1.3, 9.1.3, 10.1.3, 11.2.2)	2
		10.2.4	Understand how ITIL and DevOps are complementary in the management of the digital product and service lifecycle (12.4, 12.4.1)	2
		10.2.5	Understand how ITIL and PRINCE2 are complementary in the management of the digital product and service lifecycle (12.4,12.4.2)	2

## 5. Exam specification

The examination has the following structure:

Category	Weighting %
1. Digital products and services	15.0%
2. Discover	7.5%
3. Design	7.5%
4. Acquire	7.5%
5. Build	7.5%
6. Transition	10.0%
7. Operate	10.0%
8. Deliver	10.0%
9. Support	10.0%
10. The ITIL Product and Service Lifecycle	15.0%
<b>Total</b>	<b>100%</b>

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







## 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](#).



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