



ITIL[®] Transformation VERSION 5

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For all organizations and people aiming
to accelerate success through transformation!

Syllabus



Official Training Materials





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1. Introduction

ITIL® Transformation (Version 5) is intended to provide candidates with the guidance needed to transform the way they work, balancing governance, execution, and continual learning to navigate uncertainty and complexity effectively, in line with the ITIL guidance. Furthermore, it also provides practical direction for aligning people, processes, and technology, ensuring that transformations deliver measurable value and foster resilience across the organization.

The ITIL Transformation (Version 5) examination is intended to assess whether candidates can demonstrate sufficient understanding, application, and analysis of the ITIL framework concepts, as described in the syllabus below, to be awarded the ITIL Transformation (Version 5) qualification. The 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 Transformation (Version 5)	This is an 'open book' exam. The <i>ITIL Transformation (Version 5) Official Book</i> 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 may be 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	You will need to get 28 questions correct (70%) to pass the exam.
Bloom's Level (BL)	BL 1, 2, 3 and 4	'Bloom's level' describes the type of thinking needed to answer the question. For Bloom's level 1 questions, candidates need to recall information about the ITIL framework. 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. For Bloom's level 4 questions, candidates need to analyse the information provided and reason whether a course of action is effective/appropriate.
Exam format	Scenario, Transformation	Candidates should use the 'ITIL Car Rental Scenario' which gives background information that the questions apply to.
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 Transformation (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): 'Define'/'Identify' indicate Level 1 basic recall and recognition; 'Describe'/'Explain' indicate Level 2 understanding/comprehension; 'Apply'/'Differentiate' indicate Level 3 application; and 'Assess'/'Distinguish' indicate Level 4 analysis.

Category	Topic	Assessment Criteria	BL
1. Introduction to ITIL Transformation	1.1 Key concepts of ITIL	1.1.1 Explain the ITIL Guiding Principles (2.7)	2
		1.1.2 Describe the key concepts of products and services and product and service management (2.5, 2.5.1, 2.5.2)	2
		1.1.3 Describe the ITIL Four Dimensions of Product and Service management (2.4)	2
		1.1.4 Explain the components and purpose of the ITIL Value System (ITIL VS) (2.6)	2
		1.1.5 Explain the ITIL Product and Service Lifecycle (2.5.3)	2
	1.2 Key concepts of ITIL Transformation	1.2.1 Define transformation and its scope in the ITIL context (2.3.1, 2.3.2)	1
		1.2.2 Understand the difference between disruptive and uncertain change (2.3.3.1, 2.3.3.2)	2
		1.2.3 Understand the characteristics of an effective approach to transformation (2.3.4)	2
2. The ITIL Transformation Model	2.1 Layers, stages, steps, and contextual adaptation in transformation	2.1.1 Describe the four layers of the ITIL Transformation Model (governance, positioning, execution, learning) and their role (3.4.1 including subsections)	2
		2.1.2 Understand how the ITIL Transformation Model is applied (3.4 including subsections)	2
		2.1.3 Understand the twelve stages of the ITIL Transformation Model and their steps (3.4.2 including subsections)	2
		2.1.4 Explain how 'ordered', 'complex', 'chaotic' and 'confused' contexts affect transformation (3.3)	2
		2.1.5 Apply the stages of the approach to transformation and the steps within each stage in the appropriate sequence (3.4.2, 3.4.3 including subsections for each one of them)	3
	2.2 End-to-end examples	2.2.1 Describe an end-to-end transformation example, naming the layers, stages, and patterns used (3.4, 3.5, 3.6 including subsections for each one of them)	2

Category	Topic	Assessment Criteria	BL
		2.2.2 Assess an end-to-end transformation example, naming the layers, stages, and patterns used (3.4, 3.5, 3.6 including subsections for each one of them)	4
3. Common patterns for transformation	3.1 Introduction to common patterns for transformation	3.1.1 Identify the three types of common patterns for transformation: initiation, governance, execution (3.2)	1
		3.1.2 Describe the three types of common patterns for transformation: initiation, governance, execution (3.2 including subsections)	2
		3.1.3 Differentiate among the three types of common patterns for transformation: initiation, governance, execution (3.2 including subsections)	3
		3.1.4 Apply the three types of common patterns for transformation at appropriate stages of the ITIL Transformation model (3.2, 3.4.3.5, 3.4.3.6, 3.4.3.7, 3.5, 3.6 including subsections for each one of them)	3
	3.2 Initiation patterns	3.2.1 Explain the key characteristics of the five initiation patterns (mandatory regulatory, compliance, or legal requirement, structural business change, reactive tech-driven change, internal improvement or remediation, market demand) (3.5.1–3.5.5)	2
		3.2.2 Explain how an initiation pattern influences scope, sponsorship, timing, and methods (3.5.1–3.5.5)	2
		3.2.3 Describe tools/methods/techniques that could contribute per pattern, like: ITIL Maturity Model, Value Stream Mapping, stakeholder mapping (3.5 including subsections)	2
		3.2.4 Apply the initiation patterns to examples of transformation cases (3.5 including subsections)	3
	3.3 Governance patterns	3.3.1 Describe common Business as Usual (BAU) governance patterns (3.6.4)	2
		3.3.2 Describe common transformation governance patterns (3.6.5)	2
		3.3.3 Apply BAU governance assessment and select the appropriate transformation governance pattern for examples of transformation cases (3.6.4, 3.6.5, 3.6.6 including subsections)	3
		3.3.4 Distinguish between BAU and transformation governance patterns (3.6.3, 3.6.4, 3.6.5)	4

Category	Topic	Assessment Criteria	BL
	3.4 Execution patterns	3.4.1 Explain the three execution patterns (implement, discover, contain) and when to use each one (3.2.3, 3.4.3.4)	2
		3.4.2 Describe the 'implement' execution pattern (3.4.3.4, 3.4.3.5)	2
		3.4.3 Describe the 'discover' execution pattern (3.4.3.4, 3.4.3.6)	2
		3.4.4 Describe the 'contain' pattern (3.4.3.4, 3.4.3.7)	2
		3.4.5 Apply the appropriate execution pattern to example transformational cases (3.4.3.4, 3.4.3.5, 3.4.3.6, 3.4.3.7)	3
4. Measurement, learning, and synthesis	4.1 Tools, methods, and techniques	4.1.1 Understand basic tools, methods, and techniques used for transformation, like: Complexity thinking, Value Stream Mapping (VSM), Objectives and Key Results (OKRs), ITIL Maturity Model, Theory of Constraints (ToC), RACI (4.1-4.27 including subsections for each one of them)	2
		4.1.2 Describe how progress and outcomes of transformations are measured (4.14.1)	2
		4.1.3 Apply a method or tool to a given scenario (4.1-4.28 including subsections for each one of them)	3
		4.1.4 Assess the use of a method or tool within a given scenario (4.1-4.28 including subsections for each one of them)	4
	4.2 Measurement and evidence	4.2.1 Understand the benefits and potential issues when using measurements (4.14.2, 4.14.3)	2
		4.2.2 Apply appropriate measures of progress and outcomes to examples of transformational cases (4.14.4, 4.14.5)	3
	4.3 Learning and knowledge transfer	4.3.1 Explain how signals and lessons are captured, evaluated, and integrated into the organization's value system (3.4.1.4, 3.4.2.4)	2
		4.3.2 Apply methods for capturing, evaluating, and integrating signals and lessons into the organization's value system (3.4.1.4, 3.4.2.4 including subsections)	3
5. ITIL and AI	5.1 Transformation in the AI context	5.1.1 Explain how AI supports transformation readiness assessments and adaptive governance (2.9, 2.9.1)	2
		5.1.2 Understand how AI and automation affect tools, methods, and techniques (4.29)	2

Category	Topic	Assessment Criteria	BL	
	5.2 AI governance	5.2.1	Understand the ITIL AI Capability Model (1.4)	2
		5.2.2	Explain how AI governance supports transformation and implementation (2.9, 2.9.2)	2
6. ITIL and other frameworks	6.1 ITIL and DevOps	6.1.1	Understand how ITIL and DevOps can be used together (5.5, 5.5.1)	2
		6.1.2	Understand how ITIL and DevOps are complementary in the management of the product and service lifecycle (5.5, 5.5.1)	2
	6.2 ITIL and PRINCE2	6.2.1	Understand why project management is important in ITIL (5.5, 5.5.2)	2
		6.2.2	Understand how ITIL and PRINCE2 are complementary in the management of the product and service lifecycle (5.5, 5.5.2)	2

5. Exam specification

The examination has the following structure:

Learning Outcome	Weighting %
1. Introduction to ITIL Transformation	10.0%
2. The ITIL Transformation Model	17.5%
3. Common patterns for transformation	40.0%
4. Measurement, learning, and synthesis	25.0%
5. ITIL and AI	2.5%
6. ITIL and other frameworks	5.0%
Total	100%

In terms of Bloom levels, the examination consists of 60% BL2, 35% BL3, and 5% BL4 questions.



Thank you for completing this course!

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