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Professional Qualifications for

ITIL® PRACTICES FOR SERVICE MANAGEMENT: INTERMEDIATE CERTIFICATE

The ITIL Intermediate Qualification: Managing Across the Lifecycle Certificate SYLLABUS



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THE ITIL INTERMEDIATE QUALIFICATION: MANAGING ACROSS THE LIFECYCLE CERTIFICATE

The ITIL Intermediate Qualification: Managing Across the Lifecycle Certificate is a free-standing qualification, but is also the final module of the Service Lifecycle and/or Service Capability modules that leads to the ITIL Expert in IT Service Management. The purpose of this training module and the associated exam and certificate is, respectively, to impart, test, and validate the knowledge across the contents of the ITIL V3 publications; focusing on business, management and supervisory objectives, purpose, processes, functions and activities, and on the interfaces and interactions between the processes addressed in the five core ITIL V3 publications.

Target Group

The target group of the ITIL Intermediate Qualification: Managing Across the Lifecycle Certificate is:

- Individuals who require a business and management level understanding of the ITIL V3 core Lifecycle and how it may be implemented to enhance the quality of IT service provision within an organisation
- Individuals seeking the ITIL Expert certification in IT Service Management for which this qualification is the final mandatory module leading to the Expert certification
- Individuals seeking progress towards the ITIL Master in IT Service Management for which the ITIL Expert is a prerequisite

This may include but is not limited to, CIOs, Senior IT Managers, IT Managers and Supervisors, IT professionals and IT Operation practitioners

Learning Objectives

Candidates can expect to gain competencies in the following upon successful completion of the education and examination components related to this certification:

- Introduction to IT Service Management Business and Managerial Issues
- Managing the Planning and Implementation of IT Service Management
- Management of Strategic Change
- Risk Management
- Understanding Organisational Challenges
- Service Assessment
- Understanding Complementary Industry Guidance

In addition the training for this certification should include examination preparation, including a mock examination opportunity.

Prerequisite Entry Criteria

Candidates wishing to be trained and examined for this qualification must already hold the ITIL Foundation Certificate in IT Service Management (2 credits from the V3 Foundation or V2 Foundation plus Bridge Certificate) and have obtained a further 15 credits (a total of at least 17 credits) as a minimum from a balanced selection of ITIL Service Lifecycle or Service Capability qualifications. Documentary evidence of this must be presented to gain admission to this certification level.

Eligibility for Examination

To be eligible for the ITIL Qualification: Managing Across the Lifecycle examination, candidates must have fulfilled the following requirements:

- At least 30 contact hours (hours of instruction, excluding breaks, with an Accredited Training Organisation (ATO) or an accredited e-learning solution) for this syllabus, as part of a formal, approved training course/scheme
- Hold the ITIL V3 Foundation Certificate in IT Service Management or ITIL V2 Foundation plus the bridging certificate
- Have obtained a minimum of 15 credits through formal Service Lifecycle Stream or Service Capability scheme qualifications.
- It is also recommended that students should complete at least 28 hours of personal study by reviewing the syllabus and the core Lifecycle publications in preparation for the examination

Level of Difficulty

All ITIL Service Management certifications use the Bloom's taxonomy in both the construction of the learning units and in the examination which is based on this syllabus.

A learning taxonomy is a scale of the degree of difficulty in the learning process. These levels apply to the cognitive, affective and psychomotor domains of learning but in the ITIL Qualification Scheme, we deal only with the cognitive sphere.

Bloom defines six levels of learning in the COGNITIVE domain which are both sequential and cumulative. They move from the simple to the complex. This implies that in order to achieve the sixth level of learning, for example, the instructor must ensure that the previous five levels have been mastered.

The KNOWING level: Here the student is able to bring to mind or remember the appropriate material. The behavioural tasks associated with this level tax the student's memory and include such tasks as defining, recalling, listing, recognizing, describing and naming.

The COMPREHENDING stage: Here the student is able to understand or grasp the meaning of what is being communicated and make use of the idea without relating it to other ideas or materials and without seeing the fullest possible meaning or translation of the idea. Behavioural tasks at this level would include stating in the students own words, giving examples of, illustrating, inferring, summarizing and interpreting. These actions involve the knowing which has taken place at the first level.

The APPLYING level: Here the student should be able to use ideas, principles and theories in new, particular and concrete situations. Behavioural tasks at this level involve both knowing and comprehension and might include choosing appropriate procedures, applying principles, using an approach or identifying the selection of options.

The ANALYZING level: This is the fourth level of learning described by Bloom. At this level the student is able to break down a communication (rendered in any form) into constituent parts in order to make the organization and significance of the whole clear. Breaking down, discriminating, diagramming, detecting, differentiating and illustrating are important behavioural tasks at this level and can be seen to include the previous levels of knowing, comprehending and applying. Here the significance of the constituent parts of an entity are examined in order to understand the whole more fully.

The SYNTHESIS level: At this level the student is able to put back together again the various parts or elements of a concept into a unified organization or whole. This putting together again and making sense of small parts is a crucial factor in intelligence and learning. Behavioural tasks at this level would include creating, writing, designing, combining, composing, organizing, revising and planning. This level of learning in order to occur must include the first four levels – knowing, comprehending, analyzing and applying. This level of learning is probably the most intense and exciting for student and teacher alike.

The EVALUATING phase: In this phase the student is able to arrive at an overview and to judge the value and relative merit of ideas or procedures by using appropriate criteria. At this level of learning the student will be able to compare, judge, appraise, justify, criticize and contrast theories, procedures, methods and concepts. This level involves mastery of the five previous levels of knowing, comprehending, applying analyzing and synthesizing.

For the purposes of the ITIL Qualifications Scheme, the Blooms level will appear in each syllabus module to identify the highest level of cognitive difficulty that course content should deliver to meet the learning outcome and competence to meet the examination level of difficulty.

The following table illustrates the use of the taxonomy in ITIL professional qualifications.

Bloom Levels and taxonomy	Used by ITIL certification	Intellectual activity in learning outcome and exam proficiency
Knowing Comprehending	ITIL Service Management Foundation Level stream (includes V2 – V3 Foundation Bridge certification	The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals. <i>Vernacular examples used in Syllabus:</i> Understand; Describe; Identify
Applying Analyzing	ITIL Service Management Lifecycle Stream Capability Stream Managing Across the Lifecycle	The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom, in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences. <i>Vernacular examples used in Syllabus:</i> Analyze; Demonstrate; Apply; Distinguish; Justify; Produce; Decide
Synthesis Evaluate	ITIL Service Management Managing Across the Lifecycle – level 5 only ITIL Service Management Professional – Advanced Series	The ability to create patterns or structure from composite elements to achieve a new meaning or outcome. Can make judgement, weigh options of ideas and elements to justify and support an argument or case. <i>Vernacular examples used in Syllabus:</i> Evaluate; Justify; Summarize; Plan; Modify; Manage; Control

Intermediate stream qualifications will examine according to the Bloom level assigned to each syllabus learning unit within each of the Service Lifecycle and Service Capability streams. This means that a student must be prepared to be tested up to and including that level for any question related to that learning unit or units.

The examination format of complex multiple choice will offer a scenario and questions with a corresponding series of possible answers. Each is constructed to test a student's competency up to and including the bloom level associated to the syllabus learning unit that the question is mapped to. Instructors should ensure that the module curriculum offers discussion, practical exercises and instruction that will satisfy the competency needed to meet the exam level of difficulty.

The intermediate modules are expected to provide a practical level of proficiency for a student to be able to utilize the knowledge learned in their work environment. The examinations test a level of proficiency that allows students to apply the knowledge learned in the course to correctly select the correct sequence of possible answers.

Managing Across the Lifecycle Syllabus

The ITIL Intermediate Qualification: Managing Across the Lifecycle is awarded to those who complete the following seven units of study and successfully pass the relevant examination. The units cover the topics listed (section numbers from the book are included, with indicative contact study-hours).

<p>ITI L EX: MALC01</p> <p>Level of Difficulty – up to Bloom level 4</p>	<p>Introduction to IT Service Management Business and Managerial Issues</p> <p>This unit introduces the candidate to the management concepts and terminology used in the field of IT Service Management.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyze:</p> <ul style="list-style-type: none">• Lifecycle positioning and transition<ul style="list-style-type: none">• The difference between open-loop and closed-loop systems (SS 2.4.4, SS 4.3.1, SO, 5.1.2)• Complex Monitor Control loops (SO 5.1.2)• ITSM Monitor Control loops (SO 5.1.2)• Relationship between Business and IT<ul style="list-style-type: none">• How to achieve business value with people, process and function (SS 2.1, SS 2.2, SS 2.3, SS 2.4, SS 2.6.1, SS 2.6.2, SS 3.1.1, SS 3.1.2)• How to achieve business value with supplier relationship and technology alignment (SS 3.3.4, SS 3.4, SS 4.3.2, SD 4.7.1, SD 4.7.3)• <p><i>The recommended minimum study period for this module is 2.0 hours.</i></p>
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<p>ITIL EX:</p> <p>MALC02</p> <p>Level of Difficulty – up to Bloom level 5</p>	<p>Management of Strategic Change</p> <p>This unit will cover the managing of strategic change.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide, justify or analyze:</p> <ul style="list-style-type: none"> • Value creation challenge (SS 3.1, SD 2.4, SD 1.0, SD 2.1) • Critical success components to managing lifecycle risk (SS 2.1, SS 2.2, SS 4.4.4, SS 4.4.5, SS 4.4.10, SS 9.3, SS 9.4, SS 9.5.6) • Business benefits <ul style="list-style-type: none"> • Determining Benefit Realization (SS 5.2, SS 5.4) • Determining Value to Business VOI, ROI (CSI 2.4.5) • Determining Variable Cost Dynamics (VCD) (SS 5.1.2.9) • Alignment of business policy ,future direction and Demand Management (SS 5.4, SS 5.5, exclude tables SS 5.8, 5.9, 5.10) • Alignment to service portfolio and service catalogue management (SS 5.3, SD 3.6.1, SD 3.6.2, SD 4.1.1, SD 4.1.2, SD 4.1.3) • Planning and Defining scope (SS 3.1.1, SS 3.1.2, SS 3.1.3, SD 3.3, SD 3.4, ST 4.1, SO 8.1, SO 8.2, CSI 8.5) • Resource and Capability planning <ul style="list-style-type: none"> • Awareness of design and delivery model choices (SD 3.11.1, SD 3.11.2) • Budgeting, costing, service assests (SS 3.2, SS 5.1) • Controlling Quality <ul style="list-style-type: none"> • Quality oportunties (CSI 2.4.9) • Intangible and Measuring benefits (SS 5.2.2.1, CSI 4.4.2, CSI 4.4.3) • Assets- Service and Strategic (SS 3.2, SS 4.3) • Strategic Influencing <ul style="list-style-type: none"> • Defining awarness communication activities (ST 5.1, CSI 8.5) • People Education and knowledge transfer management (ST 4.7.1, ST 4.7.2, ST 4.7.3) • Customer liaison <ul style="list-style-type: none"> • Business Relationship Management (SS 4.1, SS 5.5, SD 4.2) • Service Structure and Value nets and value-chains (SS 3.4) • Termination and Retirement of Services (SS 5.4, ST 4.4.5.6, SS 4.4.5.10) <p><i>The recommended minimum study period for this module is 6.5 hours.</i></p>
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<p>ITIL EX: MALC03 Level of Difficulty – up to Bloom level 5</p>	<p>Risk Management</p> <p>This unit will cover managing project and IT risk.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide, justify or analyze:</p> <ul style="list-style-type: none"> • The challenges, critical success factors and risks to service management (ST 8.1.5, ST 9.1, ST 9.2, ST 9.3, SD 4.6, SD 4.5.9, CSI 5.6.3) • Identification of Risk (SS 9.5, SD 3.5, SD 4.5, SD 9.2, ST 4.6.5.9, SD 4.4.5.2) • Evaluation of Risk – CFIA, FTA, BIA, SFA, Risk Analysis and Management (SS 9.5, SD 4.4.5.2, SD 4.5.5.2, ST 4.6.5, ST 4.6.6, SO 8.3, CSI 5.6.1) • Corrective Actions (SD 3.5, CSI 5.6.3, CSI 4.1 “Step 7”, CSI 6.1.1) • Controlling Risk (SS 9.1, SS 9.2, CSI 5.6.3) • Transfer of risks (SS 9.5.2) • Service Provider risks (SS 9.5.3) • Contract risks (SS 9.5.4) • Design risks (SS 9.5.5) • Operational risks (SS 9.5.6, SO 4.6.8, SO 8.3, SO 9.3) • Market risks (SS 9.5.7) <p><i>The recommended minimum study period for this module is 4.0 hours.</i></p>
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<p>ITIL EX: MALC04</p> <p>Level of Difficulty – up to Bloom level 5</p>	<p>Managing the Planning and Implementation of IT Service Management</p> <p>This unit will cover the activities related to planning and implementation.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide, justify or analyze:</p> <ul style="list-style-type: none"> • Activities during Plan, Do, Check, Act including Aspects of Strategy and the 4P’s of Strategy (SS 3.5.1, SS 3.5.2, ST 4.4.5.4, CSI 5.5) • Policy considerations <ul style="list-style-type: none"> • Strategy considerations (SS 3.5, SS 6.1.7, CSI 4.3.12) • Design considerations (SD 3.2, SD 3.8, SD 4.5.5.1) • Transition considerations (ST 3.2, ST 4.1.5.3, ST 4.5.4, ST 4.5.4.9,) • Directing <ul style="list-style-type: none"> • Value of achieving business goals by guiding, leading and monitoring (ST 4.1.1, ST 4.1.2, ST 4.1.3, ST4.1.5.3, ST 4.1.6.2) • Controlling and Evaluating <ul style="list-style-type: none"> • Value of verifying and using feedback to control lifecycle (ST 4.6, CSI 4.1.2) • Organizational Form and Design (SS 6.1, SS 6.2, SS 6.3, SS 6.4) • Communication, Coordination and Control (SS 9.2, SD 4.5.5.2, SD 6-introduction, SD 6.3, SD 6.4.10, SD 8.4, SD 9.1, ST 5.1, SO 3.6, SO Appendix B, CSI 8.5) <p><i>The recommended minimum study period for this module is 5.0 hours.</i></p>
<p>ITIL EX: MALC05</p> <p>Level of Difficulty – up to Bloom level 5</p>	<p>Understanding Organizational Challenges</p> <p>This unit will address organization challenges.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide, justify or analyze:</p> <ul style="list-style-type: none"> • organizational maturity (CSI 2.4.4, CSI 5.2, SD Appendix H) • organizational structure (SS 6.1-introduction, SD 3.6.1, ST 6.3, SO 6.1, CSI 8.4) • knowledge management and security of information (SD 4.6.1, SD 4.6.2, SD 4.6.3, SD 4.6.4, ST 7.1, ST 7.2) • organizational transition (ST 5.2, ST 6.2) • governance (CSI 3.10) • Balance in Service Operations (SO 3.2) <p><i>The recommended minimum study period for this module is 3.5 hours.</i></p>

<p>ITIL EX: MALC06</p> <p>Level of Difficulty – up to Bloom level 5</p>	<p>Service Assessment</p> <p>This unit will address assessment of service value.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide, justify or analyze:</p> <ul style="list-style-type: none"> • Value of Measuring <ul style="list-style-type: none"> • Why Measure (CSI 3.7) • What to Measure (CSI 4.1.1, CSI 4.1.2, CSI 4.3.4) • Value of Monitoring <ul style="list-style-type: none"> • What to Monitor (CSI 4.1.1, CSI 4.1 “Step 3” and “Step 4”) • Reporting (CSI 4.2.1, CSI 4.3.5, SO 9.2.8, SO Appendix B3) • Value of benchmarking (CSI 3.9) • Service Portfolio assessment across the lifecycle <ul style="list-style-type: none"> • Assessment of achievements (CSI 4.1 “Step 5” and “Step 6”, CSI 4.1.1, CSI 5.2) • Corrective action (CSI 4.1.1, CSI 4.1 “Step 7”, CSI 6.1.1) • Business Perspective and Improvements (CSI 4.5) <p><i>The recommended minimum study period for this module is 3.5 hours.</i></p>
<p>ITIL EX: MALC07</p>	<p>Understanding Complementary Industry Guidance and Tool Strategies</p> <p>This unit will address other practices.</p> <p>Specifically, after completing this module, candidates will be expected to understand value and distinguish between these complementary practices in support of ITIL initiatives:</p> <ul style="list-style-type: none"> • COBIT (SO A1, CSI A2) • ISO/IEC 20000 (SO A2, CSI A2) • CMMI (SO A3, CSI A2) • Balanced Scorecard (SO A4) • Quality Management (SO A5) • OSI Framework (SO A6) • Annuity (SS A1) • Service Management maturity framework (SD AH) • Six Sigma (CSI A2) • Project Management (CSI A2) • TQM (CSI A2) • Management Governance framework (CSI A2) • Tool Strategies (SS 8.3, SD 7.1, ST 7.1, SO 7, CSI 7.1) <p><i>The recommended minimum study period for this module is 3.5 hours.</i></p>

Note:**Lecture and exercises**

Meeting the learning objectives of this syllabus can be assisted through the use of practical exercises during the delivery of an accredited course. It is recommended that course providers make use of exercises to enhance the reinforcement of the learning objectives in this syllabus. To aid course providers, there are areas within each learning unit whose learning objective include such phrases as “identify, describe, analyse”, etc, which may be considered as opportunities to introduce practical course exercises. These are not mandated areas for practical exercises, but provided as suggestions for use by course providers.

Course Criteria

About 30% of the overall contact hours should consist of in practical assignments or exercises to reinforce knowledge learning.

Format of the Examination

Type	Eight (8) multiple choice, scenario-based, gradient scored questions. Each question will have 4 possible answer options, one of which is worth 5 marks, one which is worth 3 marks, one which is worth 1 mark, and one which is a distracter and achieves no marks.
Duration	Maximum 90 minutes for all candidates in their respective language (Candidates sitting the examination in a language other than their first language have a maximum of 120 minutes and are allowed to use a dictionary)
Prerequisite	ITIL V3 Foundation Certificate or ITIL V2 Foundation plus Bridge Certificate and completion of an accredited Course from an ITIL Accredited Training Provider
Supervised	Yes
Open Book	No
Pass Score	28/40 or 70%
Distinction Score	TBC
Delivery	Online or Paper Based Examination

Trainer Qualification Criteria

This syllabus can only be delivered by an accredited provider/trainer. Any provider/trainer must hold the following qualifications to be eligible to provide this syllabus:

Criteria	Eligibility	Degree of proficiency validation
Accredited Training Organization	Required	The company shall be registered and in good standing with the Official Accreditor
ITIL Managing Across the Lifecycle Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute
ITIL V3 Expert Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute

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