



## PROFESSIONAL QUALIFICATION SCHEME

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### MANAGING ACROSS THE LIFECYCLE

### QUALIFICATION SYLLABUS



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# THE ITIL QUALIFICATION: MANAGING ACROSS THE LIFECYCLE CERTIFICATE

The intent of the Managing across the Lifecycle (MALC) qualification is to give candidates the skills to support an organization's service delivery by bridging the service lifecycle stages. The qualification demonstrates that candidates have learned the value of one combined service management practice as opposed to separate subject areas. ITIL processes and practices, as learnt from the lifecycle and capability streams of the intermediate certificates, are put into a context of delivering this value.

The learning outcomes are intended to bring a candidate from ITIL content knowledge to ITIL content application and integration knowledge, and provide skills that can be used in the workplace in a tangible way. Testing and validation of knowledge take place at Bloom's taxonomy level 4 (analysing) and level 5 (evaluating), reflecting the focus on integration when compared with the ITIL intermediate qualifications.

While MALC encompasses the broadest perspectives of service management skills, for example those related to project management and application design, it is not intended to teach these practices, rather to refer to them as contexts for ITIL application. A high-level understanding of these is still expected.

This qualification focuses on strategizing, planning, using and measuring ITIL practices in an integrated functioning model:

- How the service lifecycle stages form an integrated whole
- Process integration and interfaces
- Shared data / information / knowledge.

## Target Candidates

The qualification prepares candidates to work in established service management roles, as well as to implement and improve service management practices. The target group for the MALC qualification includes, but is not limited to:

- Chief information officers
- Senior IT managers
- IT managers
- Supervisors
- IT professionals
- IT operations practitioners
- IT development practitioners
- Individuals who require a business and management level understanding of the ITIL service lifecycle and how it may be implemented to enhance the quality of IT service provision within an organization
- Individuals seeking the ITIL Expert in IT Service Management certificate, for which this qualification is the final mandatory module
- Individuals seeking progress towards the ITIL Master in IT Service Management, for which the ITIL Expert in IT Service Management certificate is a prerequisite.

## Prerequisite Entry Criteria

Candidates wishing to be trained and examined for this qualification must already have two (2) credits from the ITIL Foundation certificate and must, as a minimum, have obtained a further 15 credits to a total of at least 17 credits. 15 credits can be obtained from ITIL Intermediate qualifications. Some credits

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from earlier ITIL qualifications and complementary qualifications can also count towards 15 credits. Holders of ITIL Expert Certificate in IT Service Management are also eligible. Documentary evidence of all credits must be presented by candidates for the MALC qualification.

## **Eligibility for Examination**

In addition to the prerequisite entry criteria, in order to be eligible for the MALC examination candidates must have fulfilled the following requirements:

Candidates must have undertaken at least 30 contact hours for this syllabus as part of a formal, approved training course/scheme. Contact hours are hours of instruction, excluding breaks, with an accredited training organization (ATO) or an accredited e-learning solution.

## **Preparation for Examination**

It is also recommended that candidates should complete at least 28 hours of personal study by reviewing foundation and intermediate level knowledge, for example the terms within the terminology list at the end of this and anywhere in the foundation syllabus, and by reviewing the syllabus and the ITIL core publications in preparation for the examination.

## **Qualification Learning Objectives**

Upon successful completion of the education and examination components related to this qualification, candidates can expect to gain competencies in the following:

- Key concepts of the service lifecycle
- Communication and stakeholder management
- Integrating service management processes across the service lifecycle
- Managing services across the service lifecycle
- Governance and organization
- Measurement
- Implementing and improving service management capability.

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

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# Syllabus at a Glance

All learning units are at Bloom's level 5. Examination questions will be at Bloom's level 4 and Bloom's level 5.

## **Learning unit MALC01: Key concepts of the service lifecycle**

- Managing services and service management
- The service lifecycle
- Service value across the different stages of the service lifecycle
- Other key concepts.

## **Learning unit MALC02: Communication and stakeholder management**

- Co-ordination of business relationship management across the service lifecycle, and the role of business relationship management in communication
- Stakeholder management and communication
- The value of good communication and ensuring its flow across the service lifecycle.

## **Learning unit MALC03: Integrating service management processes across the service lifecycle**

- The integration of service management processes through the service lifecycle
- The impact of service strategy on other service lifecycle stages
- The value of a service lifecycle perspective when designing service solutions
- The inputs and outputs of processes and stages in the service lifecycle
- The value to business and the interfaces of all processes in the ITIL service lifecycle.

## **Learning unit MALC04: Managing services across the service lifecycle**

- Identification and assessment of customer and stakeholder needs and requirements across all service lifecycle stages, and ensuring appropriate priority is given to them
- How the service design package provides a link between service design, service transition and service operation
- Managing cross-lifecycle processes to ensure appropriate impact and involvement at all required service lifecycle stages
- Implementing and improving services, using key sources of information for identifying the need for improvement
- The challenges, critical success factors and risks of the service lifecycle stages, and potential conflicts and competing issues across the service lifecycle.

## **Learning unit MALC05: Governance and organization**

- Governance
- Organizational structure, skills and competence
- Service provider types and service strategies.

## **Learning unit MALC06: Measurement**

- Measuring and demonstrating business value
- Determining and using metrics
- Design and development of measurement frameworks and methods
- Monitoring and control systems
- Use of event management tools to increase visibility of the infrastructure and IT service delivery.

## **Learning unit MALC07: Implementing and improving service management capability**

- Implementing service management
- Assessing service management
- Improving service management
- Key considerations for the implementation and improvement of both the service management practice and the services themselves
- Key considerations when planning and implementing service management technologies.

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## Level of Difficulty

All ITIL Service Management qualifications 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.

The Bloom's taxonomy 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.

**Level 1 - The KNOWING level:** The candidate is able to bring to mind or remember the appropriate material. The examination questions associated with this level tax the candidate's memory and include such tasks as defining, recalling, listing, recognizing, describing and naming.

**Level 2 - The COMPREHENDING stage:** The candidate 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. Examination questions at this level would include scenarios giving examples, illustrating, inferring, summarizing and interpreting. These actions involve the knowing which has taken place at the first level.

**Level 3 - The APPLYING level:** The candidate should be able to use ideas, principles and theories in new, particular and concrete situations. Examination questions 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.

**Level 4 - The ANALYSING level:** The candidate 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 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.

**Level 5 - The EVALUATING level:** At this level the candidate is able to make a judgement based on criteria and standards and detect inconsistencies or fallacies within a process or product. The candidate is able to determine whether a product has internal consistency or external consistency and can detect errors. The candidate can judge the appropriateness of a procedure for a given problem. Examination questions at this level would include scenarios involving checking, co-ordinating, detecting, monitoring, testing and making judgements. This level of learning includes the first four levels – knowing, comprehending, applying and analysing. This level of learning is probably the most intense and exciting for the candidate.

**Level 6 - The CREATING level:** At this level the candidate is able to put elements together to form a coherent whole and re-organise elements into a new pattern or structure. The candidate will be able to generate alternative hypotheses based on criteria, plan, design a procedure, produce and construct a product. This level involves mastery of the five previous levels of knowing, comprehending, applying analysing and evaluating.

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

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

Bloom's Levels and taxonomy	Used by ITIL qualification	Intellectual activity in learning outcome and exam proficiency
1. Knowing 2. Comprehending	Foundation level stream	<p>The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals.</p> <p><i>Vernacular examples used in Syllabus:</i></p> <p>Understand; Describe; Identify</p>
3. Applying 4. Analysing	<p>Intermediate level            (includes lifecycle stream and capability stream)</p> <p>Managing across the Lifecycle - level 4</p>	<p>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.</p> <p><i>Vernacular examples used in Syllabus:</i></p> <p>Analyse; Demonstrate; Apply; Distinguish; Justify; Produce; Decide</p>
5. Evaluating 6. Creating	<p>Managing across the Lifecycle – level 5 only</p> <p>ITIL Master</p>	<p>Level 5: The ability to make a judgement based on criteria and standards and to detect inconsistencies or errors within a process or product. The candidate is able to determine whether a product has external consistency and can detect the appropriateness of a procedure for a given problem.</p> <p>Level 6: The ability to put elements together to form a coherent whole; to re-organize elements into a new pattern or structure.</p> <p><i>Vernacular examples used in Syllabus:</i></p> <p>Level 5: Evaluate, check, co-ordinate, detect, monitor, test, judge</p> <p>Level 6: Create: generate, plan, design, produce, construct</p>

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## Examination Format and Level of Proficiency

The qualification will examine candidate knowledge according to the Bloom's level assigned to each syllabus learning unit. This means that a candidate 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 questions with a corresponding series of possible answers. Each question is constructed to test a candidate's competency up to and including the Bloom's level associated with the syllabus learning unit to which the question is mapped. The examination will use a case study which will, where required, be supplemented with additional question-specific scenario details for each question. Instructors are strongly recommended to ensure that the module curriculum uses a case study and offers discussion, practical exercises and instruction that will ensure the candidate's competence needed to meet the exam level of difficulty.

The training modules are expected to provide a practical level of proficiency for candidates to be able to utilize the knowledge learned in their work environment. The examinations test a level of proficiency that allows candidates to apply and evaluate the knowledge learned at the foundation and intermediate levels and to select the correct answer. It should be noted that, in addition to the learning units within this syllabus, foundation level knowledge and an intermediate level of capability is a prerequisite requirement and will be required in the examination.

It should be noted that it is not required to learn lists or detailed text or diagrams verbatim, as the MALC examination will not test memorized text and will not contain Bloom's levels 1 to 3 questions. However, at this level it is a requirement that any such detail when presented (in whatever form, not necessarily using the words from the books) would be accurately recognized in context, discerned, used, judged, analysed, evaluated, etc. For example, in MALC03, where process interfaces are included in the syllabus, the examination will not expect exact recall of the detail but will expect sufficient understanding for correct use within a Bloom's 4/5 context.

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# Managing across the Lifecycle Syllabus

The ITIL qualification "Managing across the Lifecycle" is awarded to those who complete the following eight units of study and successfully pass the relevant examination.

The subjects covered include references to ITIL core publications. These are in parentheses and include a reference to the book (SS – Service Strategy, SD – Service Design, ST – Service Transition, SO – Service Operation, CSI – Continual Service Improvement) and respective section numbers and/or appendix names. The reference 'any' instead of the book reference indicates the same reference material may be found in any of the five core books. At the end of each learning unit an indication of contact study hours for the learning unit are included.

Section numbers are indicated as <chapter.section.subsection> (X.X.X). Unless otherwise indicated instructional coverage of the content of the entire section referenced is assumed.

Examination questions for each learning unit will be at Bloom's level 4 and/or Bloom's level 5.

Learning unit	Curriculum subjects covered	Level of difficulty
<p><b>ITIL EX: MALC01</b></p> <p><b>Key concepts of the service lifecycle</b></p>	<p>This learning unit represents a brief re-cap of key concepts in the ITIL service lifecycle, looked at from a strategic and managerial perspective, as an introduction and foundation for the rest of the syllabus.</p> <p>This unit considers both the perspective of integrating service management processes across the lifecycle and the perspective of managing services across the lifecycle.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidate must be able to evaluate, justify, check, co-ordinate, detect, monitor, test, judge, analyse, differentiate, organize, attribute:</p> <ul style="list-style-type: none"> <li>• Managing services and service management (Any 2.1.1 - 2.1.3)</li> <li>• The service lifecycle:               <ul style="list-style-type: none"> <li>○ The five stages of the service lifecycle and how they interact with each other (Any 1.2)</li> <li>○ Considering services from end-to-end: justification, design, measuring, testing, deploying, operating and looking for ways to improve (Any 2.4)</li> </ul> </li> <li>• Service value across the different stages of the service lifecycle:               <ul style="list-style-type: none"> <li>○ How service strategy elements dictate what constitutes value, and how value is defined and measured (SS 1.1.4, SS 3.2.3)</li> <li>○ Realizing business value in service operation (SO section 3 up to and including 3.1.1)</li> <li>○ Testing and demonstrating the service value in service transition (ST 4.6.3)</li> <li>○ Monitoring service measurements and using them to support all stages of the service lifecycle (SO 5.1.2.12)</li> </ul> </li> <li>• Other key concepts:               <ul style="list-style-type: none"> <li>○ Core, enabling and enhancing services (SS 3.2.2.4, SS table</li> </ul> </li> </ul>	<p><b>Up to Bloom's level 5</b></p> <p>Evaluating</p> <p>The ability to make judgements based on criteria and standards.</p>

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Learning unit	Curriculum subjects covered	Level of difficulty
	3.5) <ul style="list-style-type: none"> <li>○ Organizing for service management (Any 2.2.3)</li> <li>○ Use of the RACI model to define and clarify roles and responsibilities, particularly in interfaces between processes and between service lifecycle stages (SD 3.7.4.1 – 3.7.4.2)</li> <li>○ Risk assessment and risk management (SS 5.6.5, SD 4.1.5.4, SO 8.3, CSI 5.8.12, Any appendix 'Risk Assessment and Management')</li> <li>○ Sharing knowledge across the service lifecycle, and the use of knowledge management (Any 2.2.5, ST 4.7.4 (not including 4.7.4.3), ST 4.7.5.1, ST 4.7.5.2, CSI 5.8.11)</li> </ul>	
	<b>Recommended contact hours – 3</b>	
<b>ITIL EX: MALC02 Communication and stakeholder management</b>	<p>This learning unit covers the value of good communication and ensuring its flow across the service lifecycle. It also addresses the effective co-ordination of interaction with both the business and suppliers as key stakeholders.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidate must be able to evaluate, check, co-ordinate, detect, monitor, test, judge, analyse, differentiate, organize, attribute:</p> <ul style="list-style-type: none"> <li>• Co-ordination of business relationship management across the service lifecycle (SS 4.5.5.5) and the role of business relationship management in communication (SS 6.8.8)</li> <li>• Stakeholder management and communication (Any 2.1.5, ST 5.3)</li> <li>• The value of good communication and ensuring its flow across the service lifecycle:               <ul style="list-style-type: none"> <li>○ The use of service models to aid communication on service strategy and value creation (SS 3.4.7, SS 8.3.1.2)</li> <li>○ Communication during service design (SD 4.1.5.3, SD 4.2.4.2)</li> <li>○ Communication during service transition (ST 5.1)</li> <li>○ Communication during service operation (SO 3.6)</li> <li>○ Communication during continual service improvement (CSI 8.5)</li> </ul> </li> </ul>	<b>Up to Bloom's level 5</b>  Evaluating  The ability to make judgements based on criteria and standards.
	<b>Recommended contact hours – 2</b>	
<b>ITIL EX: MALC03 Integrating service management processes across the service lifecycle</b>	<p>This learning unit addresses how to build service management capabilities in order that services flow through the service lifecycle. It includes interfaces between key processes and lifecycle stages.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidate must be able to evaluate, check, co-ordinate, detect, monitor, test, judge, analyse, differentiate, organize, attribute:</p> <ul style="list-style-type: none"> <li>• The integration of service management through the service lifecycle (Any figure 2.9, any 2.4.2)</li> </ul>	<b>Up to Bloom's level 5</b>  Evaluating  The ability to make judgements based on criteria and

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Learning unit	Curriculum subjects covered	Level of difficulty
	<ul style="list-style-type: none"> <li>• The impact of service strategy on other service lifecycle stages (SS 8.3)</li> <li>• The value of a service lifecycle perspective when designing service solutions (SD 3.7.1, including SD figure 3.8)</li> <li>• The inputs and outputs of processes and stages in the service lifecycle (SS 3.9, SD 3.12, ST 3.3, SO 3.8, CSI 3.12, Any appendix 'Examples of inputs and outputs across the service lifecycle')</li> <li>• The value to business and the interfaces of all processes in the ITIL Service Strategy core publication: <ul style="list-style-type: none"> <li>○ Strategy management for IT services (SS 4.1.3, SS 4.1.6.4)</li> <li>○ Service portfolio management (SS 4.2.3, SS 4.2.6.4)</li> <li>○ Financial management for IT services (SS 4.3.3, SS 4.3.6.4)</li> <li>○ Demand management (SS 4.4.3, SS 4.4.6.4)</li> <li>○ Business relationship management (SS 4.5.3, SS 4.5.6.4)</li> </ul> </li> <li>• The value to business and the interfaces of all processes in the ITIL Service Design core publication: <ul style="list-style-type: none"> <li>○ Design co-ordination (SD 4.1.3, SD 4.1.6.4)</li> <li>○ Service catalogue management (SD 4.2.3, SD 4.2.6.4)</li> <li>○ Service level management (SD 4.3.3, SD 4.3.6.4)</li> <li>○ Availability management (SD 4.4.3, SD 4.4.6.4)</li> <li>○ Capacity management (SD 4.5.3, SD 4.5.6.4)</li> <li>○ IT service continuity management (SD 4.6.3, SD 4.6.6.4)</li> <li>○ Information security management (SD 4.7.3, SD 4.7.6.4)</li> <li>○ Supplier management (SD 4.8.3, SD 4.8.6.4)</li> </ul> </li> <li>• The value to business and the interfaces of all processes in the ITIL Service Transition core publication: <ul style="list-style-type: none"> <li>○ Transition planning and support (ST 4.1.3, ST 4.1.6.4)</li> <li>○ Change management (ST 4.2.3, ST 4.2.6.4, 4.2.6.5)</li> <li>○ Service asset and configuration management (ST 4.3.3, ST 4.3.6.4)</li> <li>○ Release and deployment management (ST 4.4.3, ST 4.4.6.4)</li> <li>○ Service validation and testing (ST 4.5.3, ST 4.5.6.4)</li> <li>○ Change evaluation (ST 4.6.3, ST 4.6.6.4)</li> <li>○ Knowledge management (ST 4.7.3, ST 4.7.6.4)</li> </ul> </li> <li>• The value to business and the interfaces of all processes in the ITIL Service Operation core publication: <ul style="list-style-type: none"> <li>○ Event management (SO 4.1.3, SO 4.1.6.4)</li> <li>○ Incident management (SO 4.2.3, SO 4.2.6.4)</li> <li>○ Request fulfilment (SO 4.3.3, SO 4.3.6.3)</li> <li>○ Problem management (SO 4.4.3, SO 4.4.6.4)</li> <li>○ Access management (SO 4.5.3, SO 4.5.6.4)</li> </ul> </li> <li>• The value to business and the interfaces of the seven-step</li> </ul>	standards.

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Learning unit	Curriculum subjects covered	Level of difficulty
	improvement process, along with the role other processes play (CSI 4.1.3, CSI 4.1.6.1, CSI 4.1.7, CSI 4.1.8, CSI 4.1.9, CSI 4.1.10)	
	<b>Recommended contact hours – 6</b>	
<b>ITIL EX: MALC04 Managing services across the service lifecycle</b>	<p>This learning unit takes a high-level, holistic view of service management, from the perspective of managing services and service components through the service lifecycle. It focuses on capturing customer and stakeholder needs, measuring service value to ensure that needs are met, and balancing potential conflicts and competing issues with regards to challenges, critical success factors and risks.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidate must be able to evaluate, check, co-ordinate, detect, monitor, test, judge, analyse, differentiate, organize, attribute:</p> <ul style="list-style-type: none"> <li>• Identification and assessment of customer and stakeholder needs and requirements across all service lifecycle stages, and ensuring appropriate priority is given to them (SD 3.3, SD 3.4, SD 3.5)</li> <li>• How the service design package (SDP) provides a link between service design, service transition and service operation (SS 8.3.1.2, SD 4.1.1, ST 4.1.4, ST 4.1.5.2)</li> <li>• Managing cross-lifecycle processes to ensure appropriate impact and involvement at all required service lifecycle stages: <ul style="list-style-type: none"> <li>○ Flow of knowledge/experience/skills between lifecycle stages (ST 6.7.1, 6.7.2, SO 3.4)</li> <li>○ Involve service transition in early stages of the service lifecycle (ST 3.1.12)</li> <li>○ Involve operations staff, business users and other relevant stakeholders in service rehearsals (ST 4.4.5.2 service rehearsals)</li> </ul> </li> <li>• Implementing and improving services, using key sources of information for identifying the need for improvement: <ul style="list-style-type: none"> <li>○ Service level management (SLM) review meeting – reviewing management information and trends to ensure that services are meeting agreed service levels (SD 4.3.5.6, CSI 3.6)</li> <li>○ Customer satisfaction surveys (SS 4.5.4.4, SD 4.3.5.7, SO 6.3.5.1, SO table 6.1)</li> <li>○ Reviewing business trends and changed priorities, and keeping ahead of business projections (SS 4.1.5.1 – 4.1.5.4)</li> </ul> </li> <li>• The challenges, critical success factors and risks of the service lifecycle stages, and potential conflicts and competing issues across the service lifecycle (SS 9.1 – SS 9.3, SD 9.1 – SD 9.3, ST 9.1 – ST 9.3, SO 9.1 – SO 9.3, CSI 9.1 – CSI 9.3)</li> </ul>	<b>Up to Bloom's level 5</b>  Evaluating  The ability to make judgements based on criteria and standards.
	<b>Recommended contact hours – 6</b>	

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Learning unit	Curriculum subjects covered	Level of difficulty
<p><b>ITIL EX: MALC05</b></p> <p><b>Governance, roles, people, competence and the organization</b></p>	<p>This learning unit concentrates on governance and the organizational structure required for successful management and delivery of IT services across the service lifecycle.</p> <p>Starting with the need for governance, it covers the people skills and competencies, the types of service providers and organizational structures.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidate must be able to evaluate, check, co-ordinate, detect, monitor, test, judge, analyse, differentiate, organize, attribute:</p> <ul style="list-style-type: none"> <li>• Governance: <ul style="list-style-type: none"> <li>○ The importance and impact of good governance on service management (SS 5.1)</li> <li>○ The use of governance in sourcing (SS 3.7.5)</li> <li>○ The role of the IT strategy or steering group in setting direction, policy and strategy for IT services (SD 3.1.6)</li> <li>○ The application of governance in change management, through change authorization to ensure the integrity of live services. The role of the change advisory board (CAB) (ST 4.2.5.5, ST 4.2.5.10)</li> <li>○ The support from management systems to ensure appropriate governance (Any 2.3.2, SS 5.2)</li> </ul> </li> <li>• Organizational structure, skills and competence: <ul style="list-style-type: none"> <li>○ The challenge and application of organizational development (SS 6.1)</li> <li>○ Assessing and applying various organizational structures for service management, and combining several perspectives in matrix organizations (SS 6.3, SS 6.4, SS 6.7, SD 6.2.3, ST 6.2.1, ST 6.3, SO 6.2.1)</li> <li>○ Skills and competence (Any of SS 6.10, SD 6.5, ST 6.6, SO 6.9, CSI 6.6)</li> </ul> </li> <li>• Service provider types and service strategies: <ul style="list-style-type: none"> <li>○ The different service provider types, and the implication of choosing a specific type (SS 3.3, SS 8.1 up to but not including 8.1.1)</li> <li>○ The selection of appropriate service delivery strategies (SD 3.11.2, including SD table 3.5)</li> </ul> </li> </ul>	<p><b>Up to Bloom's level 5</b></p> <p>Evaluating</p> <p>The ability to make judgements based on criteria and standards.</p>
	<b>Recommended contact hours – 3.5</b>	
<p><b>ITIL EX: MALC06</b></p> <p><b>Measurement</b></p>	<p>This learning unit focuses on the types of measurements that can be used to support the monitoring of service management activities and IT services throughout the service lifecycle.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidate must be able to evaluate, check, co-ordinate, detect, monitor, test, judge, analyse, differentiate, organize, attribute:</p>	<p><b>Up to Bloom's level 5</b></p> <p>Evaluating</p> <p>The ability to</p>

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Learning unit	Curriculum subjects covered	Level of difficulty
	<ul style="list-style-type: none"> <li>• Measuring and demonstrating business value (SD 3.1.4)</li> <li>• Determining and using metrics: <ul style="list-style-type: none"> <li>○ Service measurement (CSI 3.9)</li> <li>○ Service, process and technical metrics (CSI 5.5 up to but not including 5.5.1)</li> <li>○ CSFs and KPIs (CSI 5.5.1, CSI 5.5.1.1, CSI 5.5.1.2)</li> <li>○ Using measurements and metrics to validate, justify, direct, intervene (CSI 5.5.5)</li> </ul> </li> <li>• Design and development of measurement frameworks and methods: <ul style="list-style-type: none"> <li>○ Design and development of a service measurement framework (CSI 5.4.1, CSI 5.4.4)</li> <li>○ Designing measurement methods and metrics (SD 3.7.5)</li> </ul> </li> <li>• Monitoring and control systems <ul style="list-style-type: none"> <li>○ Monitoring, reporting and control (SO 5.1 – 5.1.1.3)</li> <li>○ Monitor control loops (SO 5.1.2 excluding 5.1.2.6)</li> </ul> </li> <li>• Use of event management tools to increase visibility of the infrastructure and IT service delivery (SO 7.2, CSI 7.1.3)</li> </ul>	make judgements based on criteria and standards.
	<b>Recommended contact hours – 2.5</b>	
<b>ITIL EX: MALC07 Implementing and improving service management capability</b>	<p>This learning unit covers various techniques for implementing service management capability and for assessing service management maturity and performance to enable effective service management improvement. It also addresses how organizational change can be best achieved.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidate must be able to evaluate, check, co-ordinate, detect, monitor, test, judge, analyse, differentiate, organize, attribute:</p> <ul style="list-style-type: none"> <li>• Implementing service management <ul style="list-style-type: none"> <li>○ Understanding the high-level goals and objectives of the organization. Identifying the external (legislation, competitors etc) and internal (organizational structure, culture etc) drivers (CSI 3.1, CSI 3.5)</li> <li>○ Service strategy implementation taking a service lifecycle approach (SS 8.2)</li> </ul> </li> <li>• Assessing service management <ul style="list-style-type: none"> <li>○ Assessing the current situation regarding service provision: <ul style="list-style-type: none"> <li>▪ Strategic assessment (SS 4.1.5.1 – 4.1.5.3)</li> <li>▪ SWOT analysis (CSI 5.5.9)</li> <li>▪ Gap analysis and IT service management maturity assessment (CSI 5.2.5, CSI 5.3.10.1)</li> </ul> </li> </ul> </li> </ul>	<b>Up to Bloom's level 5</b>  Evaluating  The ability to make judgements based on criteria and standards.

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Learning unit	Curriculum subjects covered	Level of difficulty
	<ul style="list-style-type: none"> <li>▪ ISO/IEC 20000 certification (CSI A.6)</li> <li>▪ Six Sigma (CSI A.15)</li> <li>▪ COBIT (CSI A.5)</li> <li>▪ CMMI (CSI A.13, CSI Table 5.3)</li>   <li>○ Assessing current and defining future required maturity levels, quality and cost of provision (SS 4.1.5.14, SS 4.2.4.12, CSI 5.2, CSI figure 5.2)</li> <li>○ Using benchmarking to identify need for improvement for each service lifecycle stage (CSI 5.3)</li>   <li>• Improving service management <ul style="list-style-type: none"> <li>○ Planning for improvement with short-, medium- and longer-term improvement initiatives (CSI 3.4)</li> <li>○ Using the CSI approach and Deming Cycle to ensure that the organization continues to move forward with continual improvement (CSI figure 3.1, CSI 3.8)</li> <li>○ The seven-step improvement process, to measure progress and enable potential improvements to the service lifecycle to be identified (CSI 4.1.5)</li> </ul> </li>   <li>• Key considerations for implementation and improvement of both the practice of service management and the services themselves: <ul style="list-style-type: none"> <li>○ Having the appropriate business case which shows the return on investment and the value to business either tangible or intangible (SS 3.6 up to SS 3.6.2, SS 4.2.3, SS 5.6.6, CSI 5.6)</li> <li>○ Stakeholder change management (SS 6.2, ST 5.2, CSI 8.4)</li> </ul> </li>   <li>• Key considerations when planning and implementing service management technologies (SO 8.5)</li> </ul>	
	<b>Recommended contact hours – 4.5</b>	
<b>ITIL EX: MALC08</b>  <b>Summary, exam preparation and directed studies</b>	This unit summarizes the material covered in the previous units and prepares candidates for the examination. It is likely that most course providers will wish to offer, and review, at least one mock examination opportunity, and it is important that candidates have an opportunity to familiarize themselves with the case study which will be used for the examination.	<b>Not applicable</b>
	<b>Recommended contact hours – 2.5</b>	

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## Lecture and Exercises

Meeting the learning objectives of this syllabus requires interactive discussion and the use of practical exercises during the delivery of an accredited course. Course providers are required to make use of one or more case studies and exercises to reinforce the learning objectives in this syllabus and provide practical, real-life context to the learning. To aid course providers, there are areas within each learning unit whose learning objectives include such phrases as “evaluate, check, judge”, etc, which may be considered as opportunities to introduce practical course exercises. These are not mandated areas for practical exercises, but are provided as suggestions for use by course providers.

## Format of the Examination

Type	Ten (10) multiple choice, gradient-scored questions based upon a single case study, issued in advance, with additional short scenarios to provide additional context for each question. Each question will have four possible answer options, one of which is worth five marks, one which is worth three marks, one which is worth one mark, and one which is a distracter and achieves zero marks.
Duration	Maximum 120 minutes for all candidates in their respective language
Provisions for additional time relating to language	Candidates completing an exam in a language that is not their mother tongue have a maximum of 150 minutes to complete the exam and are allowed the use of a dictionary.
Prerequisite	<ul style="list-style-type: none"> <li>Two (2) credits from ITIL Foundation certificate plus a minimum of 15 credits from Intermediate certificates (or other appropriate ITIL qualification – see <i>Prerequisite Entry Criteria</i> on p4)</li> <li>Completion of an accredited course from an ITIL Accredited Training Organisation (ATO)</li> </ul>
Supervised	Yes
Open Book	No
Pass Score	35/50 or 70%

## 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 ITIL Accreditor
ITIL Managing across the Lifecycle certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute
ITIL Expert certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute

## Approved Delivery Structure

Structure	Operational Standard Requirements
Training delivery	Training providers are free to structure and organize their training in the way they find most appropriate, provided the units of the syllabus are sufficiently covered.

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	Training can be delivered using an instructor in a classroom with the students, or virtually via an e-learning / learning technology solution.
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## Terminology List

After studying this course, the candidate is expected to understand the meanings of the following terms in the context of managing across the service lifecycle. This list does not include terms used at the foundation level, nor does it include terms which are explicitly mentioned within the learning units of this syllabus, all of which the candidate is also expected to understand.

acceptance accounting accredited agreement analytical modelling application application portfolio application sizing architecture asset management attribute authority matrix best practice brainstorming budget budgeting business objective business operations business process business relationship manager business service	capability Capability Maturity Model Integration (CMMI) capacity capacity management information system capacity planning capital cost change change proposal change schedule change window chargeable item charging policy compliance component confidentiality configuration core service cost centre CSI register customer agreement portfolio	customer asset customer portfolio customer-facing service dashboard deployment depreciation design development differential charging economies of scale economies of scope effectiveness external customer external service provider fit for purpose fit for use internal customer internal service provider internet service provider ISO 9001 ISO/IEC 27001	Kano model maintainability manageability market space offshore onshore opportunity cost outcome programme project project portfolio recovery recovery option standard SWOT analysis tactical threat total cost of ownership total cost of utilization transaction value chain value network variance
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