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ITIL®

**PROFESSIONAL
QUALIFICATION SCHEME**

INTERMEDIATE QUALIFICATION

SERVICE LIFECYCLE

CONTINUAL SERVICE IMPROVEMENT CERTIFICATE



QUALIFICATION SYLLABUS



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Contents

THE ITIL INTERMEDIATE SERVICE LIFECYCLE:	4
CONTINUAL SERVICE IMPROVEMENT CERTIFICATE	4
Target Candidate	4
Prerequisite Entry Criteria	5
Eligibility for Examination	5
Syllabus at a Glance:	6
Learning Unit CSI01: Introduction to Continual Service Improvement	6
Learning Unit CSI02: Continual Service Improvement Principles	6
Learning Unit CSI03: Continual Service Improvement Process	6
Learning Unit CSI04: Continual Service Improvement Methods and Techniques	6
Learning Unit CSI05: Organization for Continual Service Improvement	6
Learning Unit CSI06: Technology for Continual Service Improvement	7
Learning Unit CSI07: Implementing Continual Service Improvement	7
Learning Unit CSI08: Critical Success Factors and Risks	7
Qualification Learning Objectives	7
Level of Difficulty	8
Continual Service Improvement Syllabus	10
Lecture and exercises	16
Format of the Examination	16
Trainer Qualification Criteria	16
Approved Delivery Structure	16
Terminology list	17

THE ITIL INTERMEDIATE SERVICE LIFECYCLE: CONTINUAL SERVICE IMPROVEMENT CERTIFICATE

The ITIL Intermediate Qualification: Continual Service Improvement Certificate is a free-standing qualification, but is also part of the ITIL Intermediate Lifecycle stream, and one of the modules that leads to the ITIL Expert in IT Service Management Certificate. The purpose of this training module and the associated exam and certificate is, respectively, to impart, test, and validate the knowledge on industry practices in Service Management as documented in the ITIL Continual Service Improvement publication.

Target Candidate

The course covers the management-level concepts of Continual Service Improvement and core information of the supporting activities within Continual Service Improvement, but not the detail of each of the supporting processes.

The main target candidate for the ITIL Intermediate Qualification: Continual Service Improvement Certificate includes, but is not restricted to:

- Chief Information Officers (CIOs)
- Chief Technology Officers (CTOs)
- Managers
- Supervisory staff
- Team leaders
- Service designers
- IT architects
- IT planners
- IT consultants
- IT audit managers
- IT security managers
- Service test managers and ITSM trainers.
- Individuals who require a detailed understanding of the ITIL Continual Service Improvement phase of the ITIL core Lifecycle and how it may be implemented to enhance the quality of IT service provision within an organisation
- IT professionals working within or about to enter a Continual Service Improvement environment and requiring a detailed understanding of the processes, functions and activities involved
- Individuals seeking the ITIL Expert in IT Service Management for which this qualification is one of the prerequisite modules
- Individuals seeking progress towards the ITIL Master in IT Service Management for which the ITIL Expert is a prerequisite

Prerequisite Entry Criteria

Candidates wishing to be trained and examined for this qualification must already hold the ITIL Foundation Certificate in IT Service Management (the V3 Foundation or V2 Foundation plus Bridge Certificate) which shall be presented as documentary evidence to gain admission.

Eligibility for Examination

To be eligible for the ITIL Intermediate Qualification: Continual Service Improvement examination, candidates shall fulfil the following requirements:

- At least 21 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 and scheme
- There is no minimum requirement but a basic IT literacy and around 2 years IT experience are highly desirable
- Hold the ITIL V3 Foundation Certificate in IT Service Management or ITIL V2 Foundation plus the bridging certificate
- It is recommended that candidates should complete at least 21 hours of personal study by reviewing the syllabus and the Continual Service Improvement publication in preparation for the examination

Syllabus at a Glance:

Learning Unit CSI01: Introduction to Continual Service Improvement

Bloom's Level 2 Objectives – Full understanding of Continual Service Improvement terms and core concepts

- The Service Gap Model, how Service Level Management contributes to the management of gaps and how a Service Improvement Programme can be utilized
- The 7-Step Improvement process used in the Continual Service Improvement
- The processes and service lifecycle stages that Continual Service Improvement interfaces with
- The fundamental aspects of Continual Service Improvement and be able to define them

Learning Unit CSI02: Continual Service Improvement Principles

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- How Service Level Management supports Continual Improvement, providing details and examples related to use of Service Level Agreements, Operational Level Agreements and Underpinning Contracts
- How the complete Deming Cycle works and how it can be applied to a real world example
- What role benchmarking plays in Continual Service Improvement and the interaction it has with governance
- What situations require the use of frameworks and models and examples how each type can be used to achieve improvement

Learning Unit CSI03: Continual Service Improvement Process

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- What the 7-Step Improvement process is, how each step can be applied and the benefits it produces
- The use and interaction of all other lifecycle stages and activities that contribute to Continual Service Improvement
- The benefits and differences between the types of metrics (i.e. Technology, Process and Service) and how each is used to support Continual Service Improvement
- The differences between the Technology Domain and the Service Management Domain, and how each is viewed by Continual Service Improvement

Learning Unit CSI04: Continual Service Improvement Methods and Techniques

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- How Availability Management techniques such as Component Failure Impact Analysis, Fault Tree Analysis are used to support Continual Service Improvement
- How Capacity, Problem, Risk and IT Service Continuity Management can all be used holistically to support Continual Service Improvement
- When and where to use benchmarking, Balanced Scorecards and SWOT (Strength, Weakness Opportunity Threat) analysis

Learning Unit CSI05: Organization for Continual Service Improvement

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- How to design, implement and populate a RACI (Responsible, Accountable, Consulted, Informed) diagram as well as how to use it to support Continual Service Improvement
- The Continual Service Improvement related roles and responsibilities such as Service Manager, Continual Service Improvement Manager and Service owner and provide examples of how they can be positioned within an organization

Learning Unit CSI06: Technology for Continual Service Improvement

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- The technology and tools required, as well as, how these would be implemented and managed, to support Continual Service Improvement activities such as Performance, Project and Portfolio Management as well as Service Measurement and Business Intelligence reporting

Learning Unit CSI07: Implementing Continual Service Improvement

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- Continual Service Improvement implementation: Strategy, planning, governance, communication, project management, operation as well as how to deal with cultural and organizational change
- The day-to-day concerns, support and operations of a large corporate Continual Service Improvement group

Learning Unit CSI08: Critical Success Factors and Risks

Bloom's Level 4 Objectives – Support problem solving by putting theory into practice, interpret principles and relationships

- The challenges and risks such as staffing, funding, management, etc., which can be related to Continual Service Improvement and the details behind how each challenge can be addressed
- The Critical Success Factors related to Continual Service Improvement as well as how to measure and monitor them

Qualification Learning Objectives

This qualification presents a complete overview of Continual Service Improvement including all its related activities: Continually align and realign IT services to changing business needs by identifying and implementing improvements to IT services that support business processes. This qualification reviews improvement activities as they support the lifecycle approach through Service Strategy, Service Design, Service Transition and Service Operation.

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

- Introduction to Continual Service Improvement
- Continual Service Improvement Principles
- Continual Service Improvement Process
- Continual Service Improvement Methods and Techniques
- Organization for Continual Service Improvement
- Technology for Continual Service Improvement
- Implementation Considerations
- Critical success factors and risks

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

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, only the cognitive sphere is used.

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 and candidate 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 level: 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 of, 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 ANALYZING 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 SYNTHESIS level: The candidate 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. Examination questions at this level would include scenarios involving 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 the candidate.

Level 6 - The EVALUATING phase: The candidate 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 candidate 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
1. Knowing 2. 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
3. Applying 4. 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
5. Synthesis 6. 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 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 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 a scenario and questions with a corresponding series of possible answers. Each is constructed to test a candidate'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 ensure the candidate's competence needed to meet the exam level of difficulty.

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

Continual Service Improvement Syllabus

The ITIL Intermediate Qualification: Continual Service Improvement is awarded to those who complete the following eight units of study and successfully pass the relevant multiple choice examination.

Core guidance references with publication reference (SS - Service Strategy, SD – Service Design, ST – Service Transition, SO – Service Operation, CSI – Continual Service Improvement) and section numbers are included along with indicative contact study hours.

The contact hours are shown in each learning unit and are suggested to provide adequate time to cover the core guidance content, however Accredited Training Organizations (ATOs) are encouraged to combine or reorder the learning units in any way that suits the flow of their courseware content delivery. All ATO's must ensure however, the minimum contact hours for Eligibility for examination are met.

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.

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITILSL: CSI01 Introduction to Continual Service Improvement	<p>The initial learning unit of this course introduces the Core Concepts and terminology of Continual Service Improvement (CSI). It explains that CSI is about looking for ways to improve process effectiveness, efficiency as well as cost effectiveness in all stages of the ITIL service lifecycle.</p> <p>The CSI activities that are identified and reviewed are:</p> <ul style="list-style-type: none"> • Maintenance of the health of ITSM as a discipline • Continual alignment of the portfolio of IT services with the current and future business needs • Ensuring the maturity of the enabling IT processes in a continual service lifecycle model. <p>To meet the learning outcomes and examination level of difficulty, the candidate must be able to understand and describe:</p> <ul style="list-style-type: none"> • The purpose and objectives of Continual Service Improvement Core Guidance References - CSI 2.4.1, 2.4.2 • The scope of Continual Service Improvement Core Guidance References - CSI 2.4.3 • The approach to Continual Service Improvement Core Guidance References - CSI 2.4.4 • The interfaces with other ITIL Lifecycle stages Core Guidance References - CSI 2.4.9 	<p>Up to Bloom level 2 Knowing Comprehending</p> <p>A full understanding of Continual Service Improvement core terms and concepts.</p> <p>The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals.</p>
	Contact hours recommended – 2.0	
ITILSL: CSI02 Continual Service Improvement Principles	<p>This learning unit addresses Continual Service Improvement Principles and how the success of CSI depends upon an understanding of organizational changes and the influence of Service Level Management. It introduces tools such as the Deming Cycle and Service Measurement as used in conjunction with Knowledge Management, internal and external benchmarks, frameworks, models, standards and quality systems to provide adequate governance.</p>	<p>Up to Bloom level 4 Applying Analyzing</p> <p>The candidate should reach a level of competence that</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<p>To meet the learning outcomes and examination level of difficulty, the candidate must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyze:</p> <ul style="list-style-type: none"> • How the success of CSI depends upon an understanding of change within an organization Core Guidance References - CSI 3.1 • How the success of CSI depends upon an clear and unambiguous accountability Core Guidance References - CSI 3.2 • How CSI drives the adoption of, and is influenced by, Service Level Management Core Guidance References - CSI 3.5 • How the Deming Cycle is critical to both the implementation and application of CSI Core Guidance References – CSI 3.6 • How CSI can make effective use of the various aspects of Service Measurement Core Guidance References - CSI 3.7 • How Knowledge Management is a main element of any improvement initiative Core Guidance References - CSI 3.8 • How CSI can make effective use of internal and external benchmarks Core Guidance References - CSI 3.9 • How CSI can be used to ensure good governance where goals are aligned and good management is achieved Core Guidance References – CSI 3.10 • How frameworks, models, standards and quality systems fully support the concepts embodied in CSI Core Guidance References – CSI 3.11 	<p>supports problem solving, putting theory into practice, interpreting principles and relationships related to CSI principles.</p>
	Contact hours recommended – 2.0	
<p>ITILSL: CSI03 Continual Service Improvement Process</p>	<p>This learning unit reviews in detail the ITIL Processes covered in Continual Service Improvement, CSI activities relating to these processes and how CSI integrates with the other stages of the Service Lifecycle.</p> <p>Key methods and concepts explained in this unit: the Seven-step improvement process, Service Reporting, the use and interpretation of measurements and metrics. How to use “Return on Investment” is explained. Use of business cases, benefits and Service Level Management are also covered in this unit.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidate must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide, or analyze:</p> <ul style="list-style-type: none"> • The Seven-step improvement process. Specifically, the candidate will be able to articulate what is being done at every step and where the information is 	<p>Up to Bloom level 4 Applying Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to CSI’s interaction with other processes.</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<p>actually found Core Guidance References – CSI 4.1</p> <ul style="list-style-type: none"> • How CSI integrates with the other stages in the Service Lifecycle Core Guidance References – CSI 4.1.1 • Service Reporting and articulate reporting policies and rules Core Guidance References - CSI 4.2 • Service Measurement Specifically, the candidate will be able to describe targets, and describe, use and interpret metrics and reports Core Guidance References – CSI 4.3 • The importance of properly defining metrics and measurements Core Guidance References - CSI 4.1.2 • The concept of Return on Investment for CSI. Specifically, the candidate will be able to demonstrate how to create a return on investment, establish a business case and measure the benefits achieved Core Guidance References - CSI 4.4 • The various Business questions for CSI Core Guidance References - CSI 4.5 • The relationship between CSI and Service Level Management Core Guidance References - CSI 4.6 	
	Contact hours recommended – 5.5	
<p>ITILSL: CSI04 Continual Service Improvement Methods and Techniques</p>	<p>This learning unit introduces the methods and techniques, which are primarily used to deliver the Continual Service Improvement phase. An area of focus in this unit relates to how to perform and interpret assessments, gap analysis, benchmarking, Balance Scorecards, SWOT analysis and the Deming Cycle.</p> <p>Service Management in general is also covered, particularly the relationships and interfaces between CSI and the other Service Management processes; how CSI can use Availability, Capacity, IT Service Continuity, Risk Management and Problem Management to supports its activities.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidate must be able to apply available methods and techniques, select appropriate techniques for circumstances, justify recommendations and application of those techniques including;</p> <ul style="list-style-type: none"> • What to assess and when to use Assessments Core Guidance References - CSI 5.2 • How a gap analysis can provide insight into the areas that have room for improvement Core Guidance References - CSI 5.2.1 • Benchmarking Core Guidance References - CSI 5.3 	<p>Up to Bloom level 4 Applying Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships of CSI methods and techniques.</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<ul style="list-style-type: none"> • The Measuring and Reporting frameworks such as the Balance Scorecard and the SWOT analysis Core Guidance References - CSI 5.4 • The Deming Cycle and its uses for service improvement Core Guidance References - CSI 5.5 • The relationships and interfaces between CSI and the other service management processes Core Guidance References - CSI 5.6 • How availability management techniques such as Component Failure Impact Analysis, Fault Tree Analysis, Service Failure Analysis, Technical Observation and the expanded Incident Lifecycle can be used by CSI Core Guidance References - CSI 5.6.1 • How capacity management techniques such as business, service and component capacity management, workload and demand management, the iterative activities of capacity management can be used by CSI Core Guidance References – CSI 5.6.2 • How CSI needs to take IT Service Continuity Management requirements into consideration and how CSI can use Risk Management to identify areas for improvement Core Guidance References - CSI 5.6.3 • Problem management supports the activities of CSI Core Guidance References - CSI 5.6.4 	
	Contact hours recommended – 4.0	
ITILSL: CSI05 Organisation for Continual Service Improvement	<p>This learning unit explores CSI in relation to the Organization and revolves around the roles and responsibilities appropriate within Continual Service Improvement.</p> <p>This unit reviews the nature of the activities and the skills required for the Seven-step improvement process as well as the how authority matrices (RACI) are used by CSI.</p> <p>Another area of focus defines the responsibilities, skills and competencies for the following roles: Service Manager, CSI Manager and Service Owner.</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"> • The nature of the activities and the skills required for the Seven-step improvement process Core Guidance References - CSI 6.1.1 • The responsibilities, skills and competencies for: <ul style="list-style-type: none"> • Service Manager Core Guidance References - CSI 6.1.2 • CSI Manager 	<p>Up to Bloom level 4 Applying Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships of Organization and Management within CSI.</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<p>Core Guidance References - CSI 6.1.3</p> <ul style="list-style-type: none"> • Service Owner <p>Core Guidance References - CSI 6.1.4</p> <ul style="list-style-type: none"> • How authority matrices (RACI) can be used when defining communication procedures in the CSI process 	
	Contact hours recommended – 1.5	
<p>ITILSL:</p> <p>CSI06</p> <p>Technology for Continual Service Improvement</p>	<p>This learning unit addresses the Technology and Tools used to support Continual Service Improvement in particular holistic IT Service Management tools as well as System, Network, Event, Performance, Project, Portfolio and Financial Management.</p> <p>Other related areas covered in this unit are Automated Incident and Problem resolution, Statistical Analysis tools and Business Intelligence reporting.</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"> • How the following tools can be used to assist some or all of the activities of the Continual Service Improvement process: <ul style="list-style-type: none"> • IT Service Management tools Core Guidance References - CSI 7.1.1 • System and network management Core Guidance References - CSI 7.1.2 • Event management Core Guidance References - CSI 7.1.3 • Automated Incident and Problem resolution Core Guidance References - CSI 7.1.4 • Performance Management Core Guidance References - CSI 7.1.7 • Statistical Analysis tools Core Guidance References - CSI 7.1.9 • Project and Portfolio Management Core Guidance References - CSI 7.1.13 • Financial management Core Guidance References - CSI 7.1.14 • Business Intelligence reporting Core Guidance References – CSI 7.1.15 	<p>Up to Bloom level 4</p> <p>Applying Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships in relation to technology and tools.</p>
	Contact hours recommended – 1.0	
<p>ITILSL:</p> <p>CSI07</p> <p>Implementing Continual Service</p>	<p>This learning unit looks at Implementing CSI. The complete methodology is covered: when and where to start, the role of Governance, the effect of Organizational Change as well as Communication Strategies and Planning.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand,</p>	<p>Up to Bloom level 4</p> <p>Applying Analyzing</p> <p>The candidate should reach a level</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
Improvement	describe, identify, demonstrate, apply, distinguish, produce, decide or analyze: <ul style="list-style-type: none"> • Where to start Core Guidance References - CSI 8.1, 8.2 • The role of Governance to CSI Core Guidance References - CSI 8.3 • The effect of Organizational Change for CSI Core Guidance References - CSI 8.4 • A Communications strategy and Plan Core Guidance References - CSI 8.5 	of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to implementing CSI.
	Contact hours recommended – 2.0	
ITILSL: CSI08 Critical success factors and risks	This learning unit deals with Critical Success Factors (CSF) and Risks affecting the Continual Service Improvement process as well of the effect that CSI has upon the organization. Both the positive and negative factors are explored as to how CSI effects an organization, the challenges facing CSI, the use of appropriate CSF, risks associated with implementing CSI as well as the potential value of CSI to business, benefits and costs. 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: <ul style="list-style-type: none"> • The effects on an organization of the challenges facing Continual Service Improvement Core Guidance References - CSI 9.1 • The appropriate critical success factors for Continual Service Improvement Core Guidance References - CSI 9.2 • The potential impact if the risks associated with implementing CSI Core Guidance References - CSI 9.3 • The potential value to business, benefits and costs Core Guidance References - CSI 2.4.5, 2.4.6, 2.4.7, 2.4.8 	Up to Bloom level 4 Applying Analyzing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to challenges, CSFs and Risk in CSI.
	Contact hours recommended – 2.0	
ITILSL: CSI09 Summary, Exam Preparation and Directed Studies	This unit provided an opportunity in the curriculum for a course summary of 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 sample examination opportunity.	Not Applicable
	Contact hours recommended – 1.5	

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, analyze”, 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.

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
Provisions for Additional Time relating to language	Candidates completing an exam:- <ul style="list-style-type: none"> in a language that is not their mother tongue, and in a country where the language of the exam is not a business language in the country, have a maximum of 120 minutes to complete the exam and are allowed the use of 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%

Trainer Qualification Criteria

This syllabus can only be delivered to target groups by an accredited provider/ trainer. Any provider/ trainer must meet the following criteria 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 Continual Service Improvement 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

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. Training must be delivered via an ATO based on this syllabus. Training can be delivered virtually, via an e-learning / learning technology solution.

Terminology list

A Candidate is expected to understand the following terms after completing a CSI course:

*- Denotes the term is covered at the Foundation level and should be covered in this module within the module's context.

Alert*	Objective
Analysis	Operational Level Agreement (OLA)*
Assessment	Organizational change
Authority matrix	Problem*
Availability*	Process
Balanced scorecard	Process metrics
Baseline	Process Owner
Benchmark	Qualitative
Benchmarking	Quality systems
Business Case*	Quantitative
Communication plan	Quick win
Communication strategy	Reporting analyst
Configuration Item (CI)*	Return on investment (ROI)
Configuration Management System*	Risk analysis
Contract*	Risk management
Corporate governance	Risk*
Critical success factor	Service Catalogue*
CSI Manager	Service dashboard
CSI model	Service Level Agreement (SLA)*
Deming cycle	Service levels
Enterprise governance	Service Manager
Event*	Service Measurement
Frameworks	Service Measurement framework
Gap analysis	Service Measurement model
Gap model	Service metrics
Goal	Service Owner
Governance	Service Portfolio*
Incident*	Service Provider *
IT governance	Service reporting
IT service management	Standards
Key performance indicator	Supplier*
Management of Risk (M_o_R)	SWOT
Metric	Technology metrics
Model	Value on investment (VOI)

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