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**ITIL**®

**PROFESSIONAL  
QUALIFICATION SCHEME**

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## **INTERMEDIATE QUALIFICATION**

### **SERVICE LIFECYCLE**

### **CONTINUAL SERVICE IMPROVEMENT CERTIFICATE**

### **SYLLABUS**



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# THE ITIL INTERMEDIATE SERVICE LIFECYCLE: CONTINUAL SERVICE IMPROVEMENT CERTIFICATE

The ITIL Intermediate Qualification: Continual Service Improvement (CSI) 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 Certificate 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 on industry practices in service management as documented in the *ITIL Continual Service Improvement* publication.

## Target Candidate

**The course covers the management-level concepts and core information about the supporting activities within continual service improvement (CSI), but not specific details about 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 CSI phase of the ITIL service lifecycle and how it may be implemented to enhance the quality of IT service provision within an organization
- IT professionals working within, or about to enter, a CSI environment and requiring a detailed understanding of the processes, functions and activities involved
- Individuals who have attained the ITIL Foundation Certificate in IT Service Management and wish to advance to higher level ITIL certifications
- Individuals seeking the ITIL Expert Certificate in IT Service Management for which this qualification can be one of the prerequisite modules
- Individuals seeking progress toward the ITIL Master Certificate 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 which must be presented as documentary evidence to gain admission

Candidates who hold the following ITIL qualifications are also eligible, and similar evidence will be required:

- Earlier ITIL (V2) Foundation plus Foundation Bridge
- ITIL Expert in IT Service Management (achieved via Service Manager or Practitioner bridging routes).

## 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 Organization (ATO) or an accredited e-learning solution) for this syllabus, as part of a formal, approved training course and scheme
- A basic IT literacy and around 2 years IT experience are highly desirable
- Hold the ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications– see *Prerequisite Entry Criteria* on p5)
- It is recommended that candidates should complete at least 21 hours of personal study by reviewing the syllabus and the *ITIL Continual Service Improvement* publication in preparation for the examination, specifically *Chapter 2: Service management as a practice*.

# Syllabus at a Glance

## **Learning Unit CSI01: Introduction to continual service improvement**

Bloom's Level 2 Objectives – Full understanding of CSI terms and core concepts.

- The purpose, objectives and scope of CSI
- The value to the business of adopting and implementing CSI
- The context of CSI in the ITIL service lifecycle
- The approach to CSI, including key interfaces and inputs and outputs

## **Learning Unit CSI02: Continual service improvement principles**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement.

- How the success of CSI depends on understanding change in the organization and having clear accountability
- How service level management and knowledge management influence and support CSI
- How the complete Deming Cycle works, and how it can be applied to a real world example
- How CSI can make effective use of the various aspects of service measurement
- What situations require the use of frameworks and models, and examples of how each type can be used to achieve improvement

## **Learning Unit CSI03: Continual service improvement process**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement.

- What the seven-step improvement process is, how each step can be applied and the benefits produced
- How CSI integrates with the other stages in the ITIL service lifecycle
- How other processes play key roles in the seven-step improvement process

## **Learning Unit CSI04: Continual service improvement methods and techniques**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement.

- When to use assessments, what to assess and how a gap analysis can provide insight into the areas that have room for improvement
- How to use benchmarking, service measurement, metrics, service reporting, including balanced scorecard and SWOT, to support CSI
- How to create a return on investment, establish a business case and measure the benefits achieved
- How techniques within availability management, capacity management, IT service continuity management and problem management can be used by CSI

## **Learning Unit CSI05: Organizing for continual service improvement**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement.

- The role of the CSI manager, and the roles of service owner, process owner, process manager and process practitioner in the context of CSI and how they can be positioned within an organization
- How to design, implement and populate a RACI (responsible, accountable, consulted, informed) diagram as well as how to use it to support CSI

## **Learning Unit CSI06: Technology considerations**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement.

- The technology and tools required and how these would be implemented and managed to support CSI 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 – The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement.

- CSI implementation: strategy, planning, governance, communication, project management, operation, as well as how to deal with cultural and organizational change

### **Learning Unit CSI08: Challenges, critical success factors and risks**

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement.

- The challenges and risks such as staffing, funding, management, etc., which can be related to CSI and the details behind how each challenge can be addressed
- The critical success factors related to CSI as well as how to measure and monitor them

## **Qualification Learning Objectives**

This qualification presents a complete overview of CSI including all its related activities: to 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 CSI
- CSI principles
- CSI process
- CSI methods and techniques
- Organizing for CSI
- Technology considerations
- Implementing CSI
- Challenges, 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, 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.

**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 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 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 SYNTHESIS level:** At this 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. In order for this level of learning to occur, it must include the first four levels – knowing, comprehending, analysing and applying. This level of learning is probably the most intense and exciting for the candidate.

**Level 6 - The EVALUATING phase:** In this 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, analysing and synthesizing.

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 meet the learning outcome and ensure the competence required to meet the examination level of difficulty.

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

Bloom's Levels and taxonomy	Used by ITIL certification	Intellectual activity in learning outcome and exam proficiency
1. Knowing 2. Comprehending	ITIL service management  Foundation Level	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. Analysing	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>  Analyse; demonstrate; apply; distinguish; justify; produce; decide
5. Synthesis 6. Evaluating	ITIL service management  Managing Across the Lifecycle – level 5 only  ITIL Master	The ability to create patterns or structure from composite elements to achieve a new meaning or outcome. Can make judgements, 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's 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's level associated with 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 has the competence required to meet the exam level of difficulty.

The intermediate modules are expected to provide a practical level of proficiency to enable a candidate 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 (CSI) Certificate is awarded to those who complete the eight units of study described below and successfully pass the relevant multiple choice examination.

Core guidance references with publication reference (SS - *ITIL Service Strategy*, SD – *ITIL Service Design*, ST – *ITIL Service Transition*, SO – *ITIL Service Operation*, CSI – *ITIL 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 re-order the learning units in any way that suits the flow of their courseware content delivery. All ATOs must ensure, however, that 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
<b>ITIL SL:</b> <b>CSI01</b> <b>Introduction to continual service improvement</b>	<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 and efficiency as well as cost effectiveness in all stages of the ITIL service lifecycle.</p> <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"> <li>• The purpose and objectives of CSI Core Guidance References – CSI 1.1.1</li> <li>• The scope of CSI Core Guidance References – CSI 1.1.2</li> <li>• The value to business of adopting and implementing CSI Core Guidance References – CSI 1.1.4</li> <li>• The approach to CSI Core Guidance References – CSI 3.1.1</li> <li>• The business questions to be asked to ensure that a CSI initiative is warranted Core Guidance References – CSI 3.1.2</li> <li>• The context of CSI in the ITIL service lifecycle Core Guidance References – CSI 1.2</li> <li>• The inputs and outputs to CSI Core Guidance References – CSI 3.12</li> </ul>	<p><b>Up to Bloom’s level 2</b></p> <p>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>
<b>Contact hours recommended – 2.0</b>		
<b>ITIL SL:</b> <b>CSI02</b> <b>Continual service</b>	<p>This learning unit addresses CSI principles and how the success of CSI depends upon an understanding of organizational changes and establishing clear accountability, and the influence of service level management.</p>	<p><b>Up to Bloom’s level 4</b></p> <p>Applying Analyzing</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
<b>improvement principles</b>	<p>It introduces tools such as the Deming Cycle and service measurement as used in conjunction with knowledge management and frameworks, models, standards and quality systems to provide adequate governance.</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 analyse:</p> <ul style="list-style-type: none"> <li>• How the success of CSI depends upon an understanding of change within an organization Core Guidance References – CSI 3.2</li> <li>• How the success of CSI depends upon a clear and unambiguous ownership and accountability Core Guidance References – CSI 3.3</li> <li>• How the CSI register supports the application of CSI Core Guidance References – CSI 3.4</li> <li>• How CSI drives the adoption of, and is influenced by, service level management Core Guidance References – CSI 3.6</li> <li>• How knowledge management is a main element of any improvement initiative Core Guidance References – CSI 3.7</li> <li>• How the Deming Cycle is critical to both the implementation and application of CSI Core Guidance References – CSI 3.8</li> <li>• How CSI can make effective use of the various aspects of service measurement Core Guidance References – CSI 3.9</li> <li>• How CSI can be used to ensure good governance where goals are aligned and good management is achieved Core Guidance References – CSI 3.10</li> <li>• How frameworks, models, standards and quality systems fully support the concepts embodied in CSI Core Guidance References – CSI 3.11</li> </ul>	<p>The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement</p>
	<b>Contact hours recommended – 2.0</b>	
<b>ITIL SL: CSI03 Continual service improvement process</b>	<p>This learning unit reviews in detail the seven-step improvement process, including activities, interfaces and inputs and outputs.</p> <p>The unit also covers how CSI integrates with the other stages of the ITIL service lifecycle, and how other processes support the different seven-step improvement process.</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 analyse:</p> <ul style="list-style-type: none"> <li>• The seven-step improvement process. Specifically, the candidate will be able to articulate what is being done at</li> </ul>	<p><b>Up to Bloom's level 4</b></p> <p>Applying Analyzing</p> <p>The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<p>every step and where the information is found</p> <p>Included:</p> <ul style="list-style-type: none"> <li>• Purpose and objectives Core Guidance References – CSI 4.1.1</li> <li>• Scope Core Guidance References – CSI 4.1.2</li> <li>• Value to business Core Guidance References – CSI 4.1.3</li> <li>• Policies, principles and basic concepts Core Guidance References – CSI 4.1.4</li> <li>• Process activities, methods and techniques Core Guidance References – CSI 4.1.5</li> <li>• Triggers, inputs, outputs and interfaces Core Guidance References – CSI 4.1.6</li> <li>• How other processes play key roles in the seven-step improvement process Core Guidance References – CSI 4.1.7, 4.1.8, 4.1.9, 4.1.10</li> </ul> <p>Excluded:</p> <ul style="list-style-type: none"> <li>• Information management Core Guidance References – CSI 4.1.11</li> </ul>	<p>to ensure continual service improvement</p>
	<b>Contact hours recommended – 3.5</b>	
<p><b>ITIL SL:</b></p> <p><b>CSI04</b></p> <p><b>Continual service improvement methods and techniques</b></p>	<p>This learning unit introduces the methods and techniques which are primarily used to deliver CSI. An area of focus in this unit relates to how to perform and interpret assessments, gap analysis, benchmarking, service measurement, metrics, balanced scorecards, SWOT analysis, service reports and return on investment.</p> <p>The unit also explains how CSI can use availability, capacity, IT service continuity and problem management to support 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, and justify recommendations and application of those techniques including:</p> <ul style="list-style-type: none"> <li>• When to use assessments and what to assess Core Guidance References – CSI 5.2 introduction, 5.2.1, 5.2.2</li> <li>• How a gap analysis can provide insight into the areas that have room for improvement Core Guidance References – CSI 5.2.5</li> <li>• Benchmarking. Specifically, the candidate will be able to describe and apply the approach to, and implementation of, benchmarking Core Guidance References – CSI 5.3 (all)</li> <li>• Service measurement. Specifically designing and</li> </ul>	<p><b>Up to Bloom's level 4</b></p> <p>Applying Analyzing</p> <p>The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<p>analyzing service measurement frameworks Core Guidance References – CSI 5.4</p> <ul style="list-style-type: none"> <li>• Metrics. Specifically, the candidate will be able to describe the importance of properly defining metrics and measurements, demonstrate setting targets, and describe, use and interpret metrics, scorecards and reports, including balanced scorecard and SWOT analysis Core Guidance References – CSI 5.5</li> <li>• Return on investment. 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 5.6</li> <li>• Service reporting. Specifically, articulating reporting policies and rules Core Guidance References – CSI 5.7</li> <li>• 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 5.8.1</li> <li>• How capacity management techniques such as business, service and component capacity management, workload and demand management, and the iterative activities of capacity management can be used by CSI Core Guidance References – CSI 5.8.2, 5.8.3, 5.8.4, 5.8.5, 5.8.6, 5.8.7</li> <li>• 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 5.8.8</li> <li>• How problem management supports the activities of CSI Core Guidance References – CSI 5.8.9</li> <li>• How knowledge management supports CSI Core Guidance References – CSI 5.8.11</li> </ul>	
	<b>Contact hours recommended – 6.5</b>	
<p><b>ITIL SL: CSI05 Organizing for continual service improvement</b></p>	<p>This learning unit explores CSI in relation to the organization, and revolves around the roles relevant to CSI and their responsibilities, skills and competencies, including: service owner, process owner, process manager, process practitioner and CSI manager.</p> <p>This unit also 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>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce,</p>	<p><b>Up to Bloom's level 4</b></p> <p>Applying Analyzing</p> <p>The knowledge, interpretation and analysis of improvement principles, techniques and</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<p>decide or analyse the responsibilities, skills and competencies for:</p> <ul style="list-style-type: none"> <li>• Service owner Core Guidance References – CSI 6.3.1</li> <li>• Process owner Core Guidance References – CSI 6.3.2</li> <li>• Process manager Core Guidance References – CSI 6.3.3</li> <li>• Process practitioner Core Guidance References – CSI 6.3.4</li> <li>• CSI manager Core Guidance References – CSI 6.3.5</li> <li>• The nature of the activities and the skills required for the seven-step improvement process Core Guidance References – CSI 6.3.6</li> <li>• Comparing the CSI manager role with other relevant roles Core Guidance References – Table 6.8</li> <li>• How the responsibility model (RACI) can be used when defining roles and responsibilities in CSI Core Guidance References – CSI 6.5</li> </ul>	<p>relationships, and their application to ensure continual service improvement</p>
	<b>Contact hours recommended – 1.5</b>	
<p><b>ITIL SL:</b> <b>CSI06</b> <b>Technology considerations</b></p>	<p>This learning unit addresses the technology and tools used to support CSI, in particular, holistic IT service management tools as well as tools for system and network, event, performance, project and 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 analyse:</p> <ul style="list-style-type: none"> <li>• How the following tools can be used to assist some or all of the activities of CSI: <ul style="list-style-type: none"> <li>• IT service management suites Core Guidance References – CSI 7.1.1</li> <li>• Systems and network management Core Guidance References – CSI 7.1.2</li> <li>• Event management Core Guidance References – CSI 7.1.3</li> <li>• Automated incident/problem resolution Core Guidance References – CSI 7.1.4</li> <li>• Performance management Core Guidance References – CSI 7.1.7</li> <li>• Statistical analysis tools</li> </ul> </li> </ul>	<p><b>Up to Bloom's level 4</b></p> <p>Applying Analyzing</p> <p>The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement</p>

Learning Unit	Curriculum subjects covered	Level of Difficulty
	<p>Core Guidance References – CSI 7.1.9</p> <ul style="list-style-type: none"> <li>• Project and portfolio management Core Guidance References – CSI 7.1.13</li> <li>• Financial management for IT services Core Guidance References – CSI 7.1.14</li> <li>• Business intelligence/reporting Core Guidance References – CSI 7.1.15</li> </ul>	
	<b>Contact hours recommended – 1.0</b>	
<p><b>ITIL SL: CSI07 Implementing continual service improvement</b></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, describe, identify, demonstrate, apply, distinguish, produce, decide or analyse:</p> <ul style="list-style-type: none"> <li>• Critical considerations and where to start Core Guidance References – CSI 8.1, 8.2</li> <li>• The role of governance to CSI Core Guidance References – CSI 8.3, A.5</li> <li>• The effect of organizational change for CSI Core Guidance References – CSI 8.4</li> <li>• A communication strategy and plan Core Guidance References – CSI 8.5</li> </ul>	<p><b>Up to Bloom's level 4</b></p> <p>Applying Analyzing</p> <p>The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement</p>
	<b>Contact hours recommended – 2.0</b>	
<p><b>ITIL SL: CSI08 Challenges, critical success factors and risks</b></p>	<p>This learning unit deals with the challenges facing CSI, the use of appropriate critical success factors (CSF) for CSI and risks associated with implementing CSI.</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 analyse:</p> <ul style="list-style-type: none"> <li>• The challenges facing CSI Core Guidance References – CSI 9.1, CSI 4.1.13</li> <li>• The appropriate critical success factors for CSI Core Guidance References – CSI 9.2, CSI 4.1.12</li> <li>• The risks associated with implementing CSI Core Guidance References – CSI 9.3, CSI 4.1.13</li> </ul>	<p><b>Up to Bloom's level 4</b></p> <p>Applying Analyzing</p> <p>The knowledge, interpretation and analysis of improvement principles, techniques and relationships, and their application to ensure continual service improvement</p>
	<b>Contact hours recommended – 1.0</b>	
<p><b>ITIL SL: CSI09 Summary, exam preparation</b></p>	<p>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 opportunity for a mock examination.</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
and directed studies		
	<b>Contact hours recommended – 1.5</b>	

## Lecture and Exercises

Meeting the learning objectives of this syllabus can be aided by 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 includes 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.

## Format of the Examination

Type	Eight (8) multiple choice, scenario-based, gradient-scored questions. Each question will have 4 possible answer options, one 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"> <li>in a language that is not their mother tongue, <b>and</b></li> <li>where the language of the exam is <b>not</b> their primary business language, have a maximum of 120 minutes to complete the exam and are allowed the use of a dictionary</li> </ul>
Prerequisite	<ul style="list-style-type: none"> <li>ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications– see <i>Prerequisite Entry Criteria</i> on p5)</li> <li>Completion of an Accredited course from an ITIL Accredited Training Provider</li> </ul>
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 Expert Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute

## Approved Delivery Structure

Structure	Operational Standard Requirements
Training Delivery	<ul style="list-style-type: none"> <li>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.</li> <li>Training must be delivered via an ATO based on this syllabus. Training can be delivered virtually, via an e-learning / learning technology solution.</li> </ul>

## Terminology List

After studying this course, the candidate is expected to understand the meanings of the following terms in the context of continual service improvement. This list does not include terms that are explicitly mentioned within the learning units of this syllabus – for example, "critical success factor".

alert	Data-to-Information-to-Knowledge-to-Wisdom driver	problem
audit	early life support	process
authority matrix	effectiveness	programme
availability	efficiency	project
availability plan	ISO 9000	quality
balanced scorecard	ISO 9001	quality management system
baseline	ISO/IEC 20000	quick win
benchmark	IT service continuity plan	review
budgeting	IT service management	service catalogue
business case	key performance indicator	service improvement plan
business objective		service knowledge management system
business relationship management	management information system	service level
business unit	Management of Risk (M_o_R) management system	service level agreement
Capability Maturity Model Integration (CMMI)		service level target
capacity plan	maturity	service portfolio
change proposal	mission	SMART
compliance	monitoring	stakeholder
configuration item	objective	standard
configuration management system	operational level agreement	supplier
continual service improvement	outcome	SWOT analysis
contract	plan	tension metrics
cost-effectiveness	Plan-Do-Check-Act	total cost of ownership
culture	policy	trend analysis
customer-facing service	post-implementation review	value on investment
dashboard	proactive problem management	

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