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## **Professional Qualifications for**

# **ITIL® PRACTICES FOR SERVICE MANAGEMENT: INTERMEDIATE LIFECYCLE STREAM**

### ***The ITIL Intermediate Qualification: Continual Service Improvement Certificate SYLLABUS***



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# THE ITIL INTERMEDIATE QUALIFICATION: 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 Group

The main target group for the ITIL Intermediate Qualification: Continual Service Improvement Certificate includes, but is not restricted to CIOs, CTOs, managers, supervisory staff, team leaders, designers, architects, planners, IT consultants, IT audit managers, IT security managers, service test managers and ITSM trainers.

**The course covers the management and control of the activities and techniques within the Continual Service Improvement stage, but not the detail of each of the supporting processes.**

This course syllabus may also be of interest to:

- 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

## Learning Objectives

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

- Introduction to Continual Service Improvement
- Continual Service Improvement Principles
- Continual Service Improvement Process
- Continual Service Improvement Methods and Techniques
- Organisation 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.

## 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/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 students should complete at least 21 hours of personal study by reviewing the syllabus and the Continual Service Improvement publication in preparation for the examination

## Level of Difficulty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 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. The units cover the topics listed (section numbers from the book are included, with indicative contact study-hours).

<p><b>ITILSL:</b></p> <p><b>CSI01</b></p> <p><b>Level of Difficulty – up to Bloom level 2</b></p>	<p><b>Introduction to Continual Service Improvement</b></p> <p>This unit introduces the candidate to concepts and terminology in the field of Continual Service Improvement. Specifically, after completion of this module candidates will be expected to understand and describe:</p> <ul style="list-style-type: none"> <li>• the purpose and objectives of Continual Service Improvement (CSI 2.4.1, 2.4.2)</li> <li>• the scope of Continual Service Improvement (CSI 2.4.3)</li> <li>• the approach to Continual Service Improvement (CSI 2.4.4)</li> <li>• the interfaces with other ITIL Lifecycle stages (CSI 2.4.9)</li> </ul> <p><i>The recommended minimum study period for this unit is 2.0 hours</i></p>
<p><b>ITILSL:</b></p> <p><b>CSI02</b></p> <p><b>Level of Difficulty – up to Bloom level 4</b></p>	<p><b>Continual Service Improvement Principles</b></p> <p>This unit will cover general approach and identifies the key elements within Continual Service Improvement.</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"> <li>• how the success of CSI depends upon an understanding of change upon an organization (CSI 3.1)</li> <li>• how CSI drives the adoption of, and is influenced by, Service Level Management (3.5)</li> <li>• how the Deming Cycle is critical to both the implementation and application of CSI (3.6)</li> <li>• how CSI can make effective use of the various aspects of Service Measurement (3.7)</li> <li>• how Knowledge Management is a mainstay of any improvement initiative (3.8)</li> <li>• how CSI can make effective use of internal and external Benchmarks (3.9)</li> <li>• how CSI can be used to ensure good governance where goals are aligned and good management is achieved.(3.10)</li> <li>• how frameworks, models, standards and quality systems fully support the concepts embodied in CSI (3.11)</li> </ul> <p><i>The recommended minimum study period for this unit is 2.0 hours</i></p>

<p><b>ITILSL:</b></p> <p><b>CSI03</b></p> <p><b>Level of Difficulty – up to Bloom level 4</b></p>	<p><b>Continual Service Improvement Process</b></p> <p>This unit covers in detail the ITIL processes primarily covered in the Continual Service Improvement stage, and the relevant activities relating to other ITIL processes.</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"> <li>• the 7-step improvement process. Specifically, the candidate will be able to articulate what is being done at every step and where the information is actually found. (4.1)</li> <li>• how CSI integrates with the other stages in the Service Lifecycle (4.1.1)</li> <li>• Service Reporting and articulate reporting policies and rules (CSI 4.2)</li> <li>• Service Measurement Specifically, the candidate will be able to describe targets, and describe, use and interpret metrics and reports 4.3)</li> <li>• the importance of properly defining metrics and measurements (CSI 4.1.2)</li> <li>• 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 (CSI 4.4)</li> <li>• the various Business questions for CSI (CSI 4.5)</li> <li>• the relationship between CSI and Service Level Management (CSI 4.6)</li> </ul> <p><b><i>The recommended minimum study period for this unit is 5.5 hours</i></b></p>
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<p><b>ITILSL:</b> <b>CSI04</b> <b>Level of Difficulty – up to Bloom level 4</b></p>	<p><b>Continual Service Improvement Methods and Techniques</b></p> <p>This unit will provide detailed coverage of the activities primarily used to deliver Continual Service Improvement phase.</p> <p>Specifically, after completing this module, candidates will 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"> <li>• what to assess and when to use Assessments (CSI 5.2)</li> <li>• how a gap analysis can provide insight into the areas that have room for improvement (CSI 5.2.1)</li> <li>• Benchmarking (CSI 5.3)</li> <li>• the Measuring and Reporting frameworks (CSI 5.4) such as the Balance Scorecard and the SWOT analysis</li> <li>• the Deming Cycle and its uses for service improvement (CSI 5.5)</li> <li>• the relationships and interfaces between CSI and the other service management processes (CSI 5.6)</li> <li>• how availability management techniques such as CFIA, FTA, FSA, TO and the expanded Incident Lifecycle can be used by CSI (CSI 5.6.1)</li> <li>• 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 (5.6.2)</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 (CSI 5.6.3)</li> <li>• Problem management supports the activities of CSI (CSI 5.6.4)</li> </ul> <p><b><i>The recommended minimum study period for this unit is 4.5 hours</i></b></p>
<p><b>ITILSL:</b> <b>CSI05</b> <b>Level of Difficulty – up to Bloom level 4</b></p>	<p><b>Organisation for Continual Service Improvement</b></p> <p>This unit considers the roles and responsibilities appropriate within Continual Service Improvement and the Continual Service Improvement focused processes. It will also cover possible Continual Service Improvement organisational structures and their applicability to different circumstances.</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"> <li>• the nature of the activities and the skills required for the 7-step improvement process (CSI 6.1.1)</li> <li>• the responsibilities, skills and competencies for: <ul style="list-style-type: none"> <li>• Service Manager (CSI 6.1.2)</li> <li>• CSI Manager (CSI 6.1.3)</li> <li>• Service Owner (CSI 6.1.4)</li> </ul> </li> <li>• how authority matrices (RACI) can very used when defining communication procedures in the CSI process</li> </ul> <p><b><i>The recommended minimum study period for this unit is 1.5 hour</i></b></p>

<p><b>ITILSL:</b> <b>CSI06</b> <b>Level of Difficulty – up to Bloom level 4</b></p>	<p><b>Technology for Continual Service Improvement</b></p> <p>This unit covers the appropriate technology and tools to support the Continual Service Improvement processes and activities (CSI Chapter 7).</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"> <li>• 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"> <li>• IT service management suites (CSI 7.1.1)</li> <li>• System and network management (CSI 7.1.2)</li> <li>• Event management (CSI 7.1.3)</li> <li>• Automated Incident/Problem resolution (CSI 7.1.4)</li> <li>• Performance Management (CSI 7.1.7)</li> <li>• Statistical Analysis tools (CSI 7.1.9)</li> <li>• Project and Portfolio Management (CSI 7.1.13)</li> <li>• Financial management (CSI 7.1.14)</li> <li>• Business Intelligence reporting (7.1.15)</li> </ul> </li> </ul> <p><i>The recommended minimum study period for this unit is 1.5 hour</i></p>
<p><b>ITILSL:</b> <b>CSI07</b> <b>Level of Difficulty – up to Bloom level 4</b></p>	<p><b>Implementing Continual Service Improvement</b></p> <p>This unit covers the key considerations in 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 analyze:</p> <ul style="list-style-type: none"> <li>• where to start (CSI 8.1, 8.2)</li> <li>• the role of Governance to CSI (CSI 8.3)</li> <li>• the effect of Organizational Change for CSI (CSI 8.4)</li> <li>• a Communications strategy and Plan (CSI 8.5)</li> </ul> <p><i>The recommended minimum study period for this unit is 2.0 hours</i></p>

<p><b>ITILSL:</b> <b>CSI08</b> <b>Level of Difficulty – up to Bloom level 4</b></p>	<p><b>Critical success factors and risks</b></p> <p>This unit addresses the positive and negative factors affecting the Continual Service Improvement process as well of the effect of CSI upon the organization.</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"> <li>• the effects on an organization of the challenges facing Continual Service Improvement (CSI 9.1)</li> <li>• the appropriate critical success factors for Continual Service Improvement (CSI 9.2)</li> <li>• the potential impact if the risks associated with implementing CSI (CSI 9.3)</li> <li>• the potential value to business, benefits and costs (CSI 2.4.5, 2.4.6, 2.4.7, 2.4.8)</li> </ul> <p><i>The recommended minimum study period for this unit is 2.0 hours</i></p>
<p><b>ITILSL:</b> <b>CSI09</b></p>	<p><b>Summary, Exam Preparation and Directed Studies</b></p> <p>This unit summarises 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.</p> <p><i>The recommended minimum study period for this unit is 2.0 hours.</i></p>

## Terminology that students would be expected to understand after the course:

Analyse	Mission
Analysis	Models
Assessment	Objective
Authority matrix	Organizational change
Balance scorecard	Present
Baseline	Process
Benchmark	Process metrics
Benchmarking	Process owner
Business case	Qualitative
Communication	Quantitative
Communication plan	Quality systems
Communication strategy	Quick win
Corporate governance	Report
Corrective action	Reporting
Critical success factor	Reporting analyst
CSI manager	Return on investment (ROI)
CSI model	Risk
Data	Risk analysis
Deming cycle	Risk management
Driver	Scorecard
Enterprise governance	Service dashboard
External driver	Service levels
Frameworks	Service manager
Gap analysis	Service measurement
Gap model	Service measurement framework
Gather	Service measurement model
Goal	Service metrics
Governance	Service owner
Information	Service reporting
Internal driver	Service scorecard
IT governance	Standards
IT service management suite	SWOT analysis
Key performance indicator	Target
Knowledge	Technology metrics
Management of Risk (M_o_R)	Values on investment (VOI)
Measurement	Vision
Metric	Wisdom

**Note:****Lecture and exercises**

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

**Learning Outcomes**

Following the completion of this unit, the candidate will know:

- The importance of Service Management as a Practice concept and Continual Service Improvement Principals, Purpose and Objective
- How all processes in ITIL Continual Service Improvement interact with other Service Lifecycle Processes
- The sub-processes, activities, methods and functions used in each of the ITIL Continual Service Improvement processes
- The roles and responsibilities within ITIL Continual Service Improvement and the activities and functions to achieve Service Improvement excellence
- Technology and implementation considerations surrounding ITIL Continual Service Improvement
- Challenges, Critical Success Factors and Risks associated to ITIL Continual Service Improvement

## Format of the Examination

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

## Trainer Qualification Criteria

This syllabus can only be delivered 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

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