



PROFESSIONAL QUALIFICATION SCHEME

INTERMEDIATE QUALIFICATION

SERVICE CAPABILITY

OPERATIONAL SUPPORT AND ANALYSIS CERTIFICATE

SYLLABUS



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THE ITIL INTERMEDIATE QUALIFICATION: OPERATIONAL SUPPORT AND ANALYSIS CERTIFICATE

The ITIL Intermediate Qualification: Operational Support and Analysis (OSA) Certificate is a free-standing qualification but is also part of the ITIL Intermediate Capability 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 Service Lifecycle core publications.

The ITIL Certificate in Operational Support and Analysis is intended to enable the holders of the certificate to apply OSA practices in resolution and support of the service management lifecycle and specifically in the following key ITIL process, role and function areas:

- Event management
- Incident management
- Request fulfilment
- Problem management
- Access management
- Service desk
- Technical management
- IT operations management
- Application management

Target Candidate

The target group of the ITIL Intermediate Qualification: Operational Support and Analysis Certificate includes, but is not restricted to:

- IT professionals
- Business managers
- Business process owners
- Individuals who require a deep understanding of the ITIL Certificate in the Operational Support and Analysis processes and how it may be used to enhance the quality of IT service support within an organization
- IT professionals who are working within an organization which has adopted and adapted ITIL and who need to be informed about, and thereafter contribute to, an ongoing service improvement programme
- Operational staff involved in event management process, incident management process, request fulfilment process, problem management process, access management process, service desk, technical management, IT operations management and application management, and who wish to enhance their role-based capabilities
- 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 Certificate in IT Service Management (achieved via Service Manager or Practitioner bridging routes).

It is recommended that candidates:

- Can demonstrate familiarity with IT terminology and understand Operational Support and Analysis within the context of their own business environment
- Have experience of working in a service management capacity within a service provider environment, with responsibility for at least one of the following management disciplines:
 - Event management process
 - Incident management process
 - Request fulfilment process
 - Problem management process
 - Access management process
 - Service desk
 - Technical management
 - IT operations management
 - Application management.

Before attending training for the certification it is also strongly recommended that candidates read the ITIL Service Lifecycle core publications and, in particular, the *ITIL Service Operation* publication.

Eligibility for Examination

To be eligible for the examination leading to the ITIL Operational Support and Analysis Certificate, the candidate must fulfil the following requirements:

- At least 30 contact hours (hours of instruction, excluding breaks, and not including summary review time) with an Accredited Training Organization (ATO) or an accredited e-learning solution) for this syllabus, as part of a formal, approved training course/scheme
- 2 to 4 years' professional experience working in IT service management is highly desirable
- Hold the ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications– see *Pre-requisite Entry Criteria* on p5)
- It is also recommended that candidates should complete at a minimum of 12 hours of personal study by reviewing the syllabus and the pertinent areas within the *ITIL Service Operation* core guidance in preparation for the examination, specifically *Chapter 2: Service management as a practice*.

Syllabus at a Glance

Learning Unit OSA01: Introduction to operational support and analysis

Bloom's Level 2 Objectives – Full understanding of Operational Support and Analysis (OSA) terms and core concepts.

- The value to the business of OSA activities
- The lifecycle within the OSA context
- Optimizing service operation performance.

Learning Unit OSA02: Event management

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of event management principles, techniques and relationships and the application of them to the operation of effective service solutions.

- The event management process inclusive of its design strategy, components, activities and operation including its organizational structure, as well as any interfaces with other processes
- Efficient event management and provision of examples showing how it is used to ensure service quality within OSA
- The benefits and business value that can be gained from event management.

Learning Unit OSA03: Incident management

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of incident management principles, techniques and relationships and the application of them to the support and operation of effective service solutions.

- The incident management process inclusive of its components, activities and operation including its organizational structure, as well as any interfaces with other processes
- The measurement model and the metrics that would be used to support incident management within OSA practices
- The benefits and business value that can be gained from incident management.

Learning Unit OSA04: Request fulfilment

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of request fulfilment principles, techniques and relationships and the application of them to the support and operation of effective service solutions

- The request fulfilment process inclusive of its components, activities and operation including its organizational structure, as well as any interfaces with other processes
- The measurement model and the metrics that would be used to support incident management within OSA practices
- The benefits and business value that can be gained from request fulfilment as related to OSA.

Learning Unit OSA05: Problem management

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of problem management principles, techniques and relationships and the application of them to the support and operation of effective service solutions.

- The end-to-end process flow for problem management inclusive of problem analysis techniques, error detection, components, activities and operation including its organizational structure, as well as any interfaces with other processes
- A measurement model and the metrics that would be used to support problem management within OSA practices
- The benefits and business value that can be gained from problem management.

Learning Unit OSA06: Access management

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of access management principles, techniques and relationships and the application of them to the support and operation of effective service solutions.

- The end-to-end process flow for access management process inclusive of components, activities and operation including its organizational structure, as well as any interfaces with other processes
- A measurement model and the metrics that would be used to support access management within OSA practices
- The benefits and business value that can be gained from access management as related to OSA.

Learning Unit OSA07: The service desk

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of service desk principles, techniques and relationships and the application of them to the support and operation of effective service solutions.

- The complete end-to-end process flow for the service desk function inclusive of design strategy, components, activities and operation, as well as any interfaces with other processes or lifecycle phases
- The service desk validation components and activities (e.g. service desk role, organizational structures, challenges, issues safeguards, etc.) and how these test components are used to ensure service quality within OSA
- A measurement model and the metrics that would be used to support the service desk function within OSA practices.

Learning Unit OSA08: Functions and Roles

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of OSA principles, techniques and relationships and the application of them to the support and operation of effective service solutions

- The end-to-end process flow for OSA functions (i.e. technical management, IT operations management, and applications management) inclusive of design strategy, objectives, components, activities, roles and operation including its organizational structure, as well as any interfaces with other processes
- The roles within each OSA process and generic roles
- The benefits and business value that can be gained from functions as related to OSA.

Learning Unit OSA09: Technology and implementation considerations

Bloom's Level 4 Objectives – The knowledge, interpretation and analysis of technology and implementation and the application of them for the effective management of OSA.

- Technology requirements for service management tools and where/how they would be used within OSA for process implementation
- What best practices should be used in order to alleviate challenges and risks when implementing service management technologies.

Qualification Learning Objectives

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

- The value to the business of OSA activities
- How OSA activities support the service lifecycle
- Optimizing service operation performance
- How the processes in OSA interact with other service lifecycle processes
- How to use the OSA processes, activities and functions to achieve operational excellence
- How to measure OSA
- The importance of IT security and its contributions to OSA
- Understanding the technology and implementation considerations surrounding OSA
- The challenges, critical success factors (CSFs) and risks associated with OSA
- Specific emphasis on the service operation lifecycle processes and roles included in:
 - Event management, which defines any detectable or discernible occurrence that has significance for the management of the IT infrastructure or the delivery of an IT service
 - Incident management, which has the capability to bring services back to normal operations as soon as possible and according to agreed service levels
 - Request fulfilment, which fulfils a request providing quick and effective access to standard services which business staff can use to improve their productivity or the quality of business services and products
 - Problem management, which prevents problems and resulting incidents from happening, eliminating recurring incidents and minimizing the impact of incidents that cannot be prevented
 - Access management, which grants authorized users the right to use a service while preventing access to non-authorized users.
- Operational activities of processes covered in other lifecycle stages such as:
 - Change management
 - Service asset and configuration management
 - Release and deployment management
 - Capacity management
 - Availability management
 - Knowledge management
 - Financial management for IT services
 - IT service continuity management.
- Organizing for service operation which describes roles and functions to be performed within the service operation and support such as service desk, technical management, IT operations management and application management.

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

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 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 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 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.

Operational Support and Analysis Syllabus

The ITIL Intermediate Qualification: Operational Support and Analysis is awarded to those who complete the following nine 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 Organisations (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.

The process-related learning units cover the day-to-day operation of the ITIL processes covered in this course but exclude aspects such as implementing the processes, which is covered in the service lifecycle modules.

The process-related units should be considered from the practitioner perspective and should impart the skills and knowledge needed to execute the activities on a daily basis.

For each process, all sub-sections in the book should be covered, with a particular focus placed on the end-to-end process flow. Candidates must understand the details of each process activity, along with associated methods and techniques.

The recommended contact hours for each process-related learning unit should be taken as a guide to the level of detail that can be achieved.

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: OSA01 Introduction	This learning unit of the course provides an introduction to the core concepts and terminology of the service lifecycle, and the role that OSA activities play within the lifecycle. How to create business value and the optimization of operational service performance is also covered. To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand and describe: <ul style="list-style-type: none"> • The value to the business of OSA activities Core Guidance References – SO 1.1 • The context of OSA activities within the service lifecycle Core Guidance References – SO 1.2 • How OSA activities support the service lifecycle Core Guidance References – SO 1.2 • Optimizing service operation performance Core Guidance References – SO 3.1.2 	Up to Bloom level 2 Knowing and Comprehending The ability to recall, recite, name and understand the meaning of ITIL terminology and basic practice fundamentals.
	Contact hours recommended – 1.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: OSA02 Event management	<p>This learning unit covers how the process of event management contributes to OSA practices. A complete overview of the objectives, scope and importance of event management as a process to generate business value are explored. Event management policies, principles, concepts, design, activities, methods and techniques are explained in relationship to OSA practices as well as to information management. Efficient use of event management metrics are reviewed in this unit.</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"> • The purpose and objectives of the event management process Core Guidance References - SO 4.1.1 • The scope of the event management process Core Guidance References - SO 4.1.2 • The value to business and to the service lifecycle Core Guidance References - SO 4.1.3 • The policies, principles and basic concepts of event management Core Guidance References - SO 4.1.4 - SO 4.1.4.2 • Designing for event management Core Guidance References - SO 4.1.4.3 • Use of event rule sets and correlation engines Core Guidance References - SO 4.1.4.4 • The process activities, methods and techniques that enable this process and how it relates to the service lifecycle Core Guidance References - SO 4.1.5 • The triggers, inputs and outputs, and interfaces Core Guidance References - SO 4.1.6 • Information management within the event management process Core Guidance References - SO 4.1.7 • How critical success factors and key performance indicators can be used to check effectiveness and efficiency of the event management process Core Guidance References - SO 4.1.8, CSI 4.1.7.3, CSI 5.4, CSI 5.5, CSI 5.7, CSI 7.1.3 (<i>CSI references within the context of event management</i>) • The challenges and risks associated with the event management process Core Guidance References - SO 4.1.9 	<p>Up to Bloom level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem-solving, putting theory into practice, and interpreting principles and relationships related to event management.</p>
	<p>Contact hours recommended – 2.5</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SC: OSA03 Incident management</p>	<p>This learning unit covers how the process of incident management contributes to OSA practices. A complete overview of the objectives, scope and importance of incident management as a process to generate business value are explored. Incident management policies, principles, concepts, activities, methods and techniques are explained in relationship to OSA practices. Efficient use of incident management metrics are reviewed in this unit.</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"> • The purpose and objectives of the incident management process Core Guidance References - SO 4.2.1 • The scope of the incident management process Core Guidance References - SO 4.2.2 • The value to business and to the service lifecycle Core Guidance References - SO 4.2.3 • The policies, principles and basic concepts of incident management Core Guidance References - SO 4.2.4 • The process activities, methods and techniques and how they relate to the service lifecycle Core Guidance References - SO 4.2.5 • The triggers, inputs and outputs and interfaces Core Guidance References - SO 4.2.6 • Information management within the incident management process Core Guidance References - SO 4.2.7 • How critical success factors and key performance indicators can be used to check the effectiveness and efficiency of the incident management process Core Guidance References - SO 4.2.8, CSI 4.1.8.3, CSI 4.1.9.3, CSI 5.4, CSI 5.5, CSI 5.7, CSI 7.1.4 (<i>CSI references within the context of incident management</i>) • The challenges and risks associated with the incident management process Core Guidance References - SO 4.2.9 	<p>Up to Bloom level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem-solving, putting theory into practice, and interpreting principles and relationships related to incident management.</p>
	<p>Contact hours recommended – 4.5</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SC:</p> <p>OSA04</p> <p>Request fulfilment</p>	<p>This unit covers the request fulfilment process and how it contributes to OSA. A complete overview of the objectives, scope and importance of request fulfilment as a process to generate business value are explored. Request fulfilment policies, principles, concepts, activities, methods, request models and techniques are explained in relationship to OSA practices as well as to information management. Efficient use of request fulfilment metrics are reviewed in this unit.</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"> • The purpose and objectives of the request fulfilment process Core Guidance References - SO 4.3.1 • The scope of the request fulfilment process Core Guidance References - SO 4.3.2 • The value to business and to the service lifecycle Core Guidance References - SO 4.3.3 • The policies and principles of request fulfilment and the request model concept Core Guidance References - SO 4.3.4 • The process activities, methods and techniques and how they relate to the service lifecycle Core Guidance References - SO 4.3.5 • The triggers, inputs and outputs and interfaces Core Guidance References - SO 4.3.6 • Information management within the request fulfilment process Core Guidance References - SO 4.3.7 • How critical success factors and key performance indicators can be used to check effectiveness and efficiency of the request fulfilment process Core Guidance References - SO 4.3.8, CSI 7.1.6 • The challenges and risks associated with the request fulfilment process Core Guidance References - SO 4.3.9 	<p>Up to Bloom level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem-solving, putting theory into practice, and interpreting principles and relationships related to request fulfilment.</p>
	Contact hours recommended – 4.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SC:</p> <p>OSA05</p> <p>Problem management</p>	<p>This unit covers how the problem management process contributes to OSA practices. A complete overview of the objectives, scope and importance of problem management as a process to generate business value are explored. Problem management policies, principles, concepts, activities, methods, problem models, problem analysis techniques and error detection in development environments and techniques are explained in relationship to OSA practices as well as to information management. Efficient use of problem management metrics are reviewed in this unit.</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"> • The purpose and objectives of the problem management process Core Guidance References - SO 4.4.1 • The scope of the problem management process Core Guidance References - SO 4.4.2 • The value to business and service lifecycle Core Guidance References - SO 4.4.3 • The policies, principles and basic concepts of problem management and the problem model concept Core Guidance References - SO 4.4.4 – SO 4.4.4.2 • Problem Analysis techniques and error detection in development environments. Core Guidance References - SO 4.4.4.3 • The process activities, methods and techniques and how they relate to the service lifecycle Core Guidance References - SO 4.4.5 • The triggers, inputs and outputs, and interfaces Core Guidance References - SO 4.4.6 • Information management within the problem management process Core Guidance References - SO 4.4.7 • How critical success factors and key performance indicators can be used to check effectiveness and efficiency of the problem management process Core Guidance References - SO 4.4.8, CSI 4.1.8.4, CSI 4.1.9.4, CSI 5.4, CSI 5.5, CSI 5.7 (<i>CSI references within the context of problem management</i>) • The challenges and risks associated with the problem management process Core Guidance References - SO 4.4.9 	<p>Up to Bloom level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem-solving, putting theory into practice, and interpreting principles and relationships related to problem management.</p>
	Contact hours recommended – 4.5	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SC:</p> <p>OSA06</p> <p>Access management</p>	<p>This learning unit covers how the access management process contributes to OSA practices. A complete overview of the objectives, scope and importance of access management as a process to generate business value are explored. Access management policies, principles, concepts, activities, methods and techniques are explained in relationship to OSA practices as well as to information management. Efficient use of access management metrics are reviewed in this unit.</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"> • The purpose and objectives of the access management process Core Guidance References - SO 4.5.1 • The scope of the access management process Core Guidance References - SO 4.5.2 • The value to business and service lifecycle Core Guidance References - SO 4.5.3 • The policies, principles and basic concepts of access management Core Guidance References - SO 4.5.4 • The process activities, methods and techniques and how they relate to the service lifecycle Core Guidance References - SO 4.5.5 • The triggers, inputs and outputs, and interfaces Core Guidance References - SO 4.5.6 • Information management within the access management process Core Guidance References - SO 4.5.7 • How critical success factors and key performance indicators can be used to check effectiveness and efficiency of the access management process Core Guidance References - SO 4.5.8 • The challenges and risks associated with the access management process Core Guidance References - SO 4.5.9 	<p>Up to Bloom level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem-solving, putting theory into practice, and interpreting principles and relationships related to access management.</p>
	<p>Contact hours recommended – 2.5</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SC: OSA07 The service desk</p>	<p>This learning unit covers the service desk function and how it contributes to OSA. A complete overview of the objectives, scope and importance of the service desk as a function to generate business value are explored. Service desk policies, principles, concepts, activities, methods and techniques are explained in relationship to OSA. Also covered is the service desk role, organizational structures, staffing options and outsourcing strategies. Efficient use of service desk metrics is reviewed in this unit.</p> <p>This unit covers the service desk and how it contributes to OSA.</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"> • The service desk role Core Guidance References - SO 6.3 - 6.3.1 • The service desk objectives Core Guidance References - SO 6.3.2 • Different service desk organizational structures Core Guidance References - SO 6.3.3 • Different service desk staffing options Core Guidance References - SO 6.3.4 • Measuring service desk performance Core Guidance References - SO 6.3.5 • Issues and safeguards to consider when outsourcing the service desk Core Guidance References - SO 6.3.6 	<p>Up to Bloom level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem-solving, putting theory into practice, and interpreting principles and relationships related to the service desk.</p>
	<p>Contact hours recommended – 3.5</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
<p>ITIL SC: OSA08 Common OSA functions and roles</p>	<p>This learning unit deals with how the service operation functions of technical management, IT operations management, and applications management contribute to OSA practices. For each function, the roles are defined along with the objectives, scope, importance, policies, principles, concepts, activities, methods and techniques in relationship to OSA.</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"> • The roles within each function Core Guidance References - SO 6.4.1, 6.5.1, 6.6.1, 6.7.10 - 13 • The roles within each OSA process Core Guidance References - SO 6.7.1-9 • The objectives of each function Core Guidance References - SO 6.4.2, 6.5.2, 6.6.2 • The activities of each function Core Guidance References - SO 6.4.3, 6.5.3, 6.6.5 	<p>Up to Bloom level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem-solving, putting theory into practice, and interpreting principles and relationships related to each of the common functions.</p>
Contact hours recommended – 4.0		
<p>ITIL SC: OSA9 Technology and implementation considerations</p>	<p>This unit covers technology implementation as part of implementing service management process capabilities. It also covers the special technology functions and features that are related to OSA practices.</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"> • The generic requirements for technology to support process capability Core Guidance References – SD 7.2, SO 7.1 • The evaluation criteria for technology and tools for process implementation Core Guidance References - SO 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 • Project, risk and staffing practices for process implementation Core Guidance References - SO 8.2, 8.3, 8.4 • The challenges, risks and CSFs related to implementing practices and processes Core Guidance References - ST 9.1, 9.2, 9.3, SD 9.1, 9.2, SO 9.1, 9.2, 9.3 • How to plan and implement service management technologies Core Guidance References - SO 8.5 	<p>Up to Bloom level 4</p> <p>Applying and Analysing</p> <p>The candidate should reach a level of competence that supports problem-solving, putting theory into practice, and interpreting principles and relationships related to OSA technology and implementation.</p>
Contact hours recommended – 2.0		

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: OSA10 Summary, Exam Preparation and Directed Studies	This unit summarizes the material covered in the previous units and prepares candidates for the examination. It is likely that most course providers will wish to offer, and review, at least one mock examination opportunity.	
	Contact hours recommended – 2.0	

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 in a language that is not their mother tongue have a maximum of 120 minutes to complete the exam and are allowed the use of a dictionary.
Prerequisite	<ul style="list-style-type: none"> ITIL Foundation Certificate in IT Service Management (or other appropriate earlier ITIL and bridge qualifications – see <i>Pre-requisite Entry Criteria</i> on p5) Completion of an Accredited course from an ITIL Accredited Training Provider
Supervised	Yes
Open Book	No
Pass Score	28/40 or 70%

Criteria of Training Competence

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

Criteria	Eligibility	Degree of proficiency validation
Accredited Training Organisation	Required	The company shall be registered and in good standing with the Official Accreditor
ITIL Operational Support and Analysis 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"> Training providers are free to structure and organise 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

After studying this course, the candidate is expected to understand the meanings of the following terms in the context of operational support and analysis. This list does not include terms that are explicitly mentioned within the learning units of this syllabus - for example, "service desk".

active monitoring	functional escalation	projected service outage
alert	hierarchic escalation	recovery
application	identity	request model
automatic call distribution	impact	resolution
availability	incident	response time
backup	incident record	restore
budgeting	information security management	risk management
business case	information security policy	root cause
business objective	interactive voice response	root cause analysis
business relationship management	Ishikawa diagram	second-line support
call	IT operations	service asset and configuration management
call centre	IT operations control	service catalogue
call type	IT operations management	service design
capacity	IT service continuity plan	service hours
change advisory board	job scheduling	service knowledge management system
change schedule	Kepner and Tregoe analysis	service level agreement
computer telephony integration	key performance indicator	service level target
configuration item	known error	service portfolio
configuration management system	known error database	service request
continual service improvement	live environment	shift
critical success factor	major incident	single point of contact
CSI register	manageability	standard change
customer-facing service	middleware	storage management
dashboard	monitoring	super user
detection	normal service operation	supplier
diagnosis	operation	support group
diagnostic script	operational level agreement	support hours
downtime	operations bridge	supporting service
early life support	outcome	technical observation
error	pain value analysis	technical support
escalation	Pareto principle	third-line support
event	passive monitoring	threshold
failure	priority	urgency
first-line support	proactive problem management	user
follow the sun	problem	workaround
fulfilment	problem record	
function	project	

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