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ITIL®

**PROFESSIONAL
QUALIFICATION SCHEME**

INTERMEDIATE QUALIFICATION

SERVICE CAPABILITY

OPERATIONAL SUPPORT AND ANALYSIS CERTIFICATE

QUALIFICATION 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 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 Service Lifecycle core publications.

The ITIL Certificate in Operational Support and Analysis is intended to enable the holders of the certificate to apply the practices in resolution and support of the Service Management Lifecycle and specifically in the following 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 Expert Qualification: Operational Support and Analysis includes but is not restricted to:

- IT professional
- Business managers
- Business process owners
- Individuals who have attained the V3 ITIL Foundation certificate in Service Management, or the V2 Foundation plus the V3 Foundation Bridge certificate and who wish to advance to higher level ITIL certifications.
- Individuals who require a deep understanding of ITIL Certificate in Operational Support and Analysis processes and how it may be used to enhance the quality of IT service support within an organisation.
- IT professionals that are working within an organisation that has adopted and adapted ITIL 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

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.

It is strongly recommended that candidates:

- Can demonstrate familiarity with IT terminology and understand Operational Support and Analysis within the context of their own business environment
- Have exposure working in a service management capacity within a service provider environment, with responsibility emphasizing on 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

It is also strongly recommended that candidates read the ITIL Service Management core publications in advance of attending training for the certification and specifically the Service Operation publication.

Eligibility for Examination

To be eligible for the examination leading to an accredited ITIL Certificate in Operational Support and Validation, the candidate must fill the following requirements:

- At least 30 contact hours (hours of instruction, excluding breaks, and not including summary review time, 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 mandatory requirement but 2 to 4 years professional experience working in IT Service Management is highly desirable
- Hold the ITIL V3 Foundation Certificate in IT Service Management or ITIL V2 Foundation plus the bridging certificate
- It is also recommended that candidates should complete at a minimum 12 hours of personal study by reviewing the syllabus and the pertinent areas of the ITIL Service Management Practice core guidance publications and in particular, the Service Operation publication

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 concept of Service Management as a practice
- How it delivers value to customers and the business
- The underpinning processes and functions that support the Service Lifecycle
- Which stages of the Service Lifecycle contribute to Operational Support and Analysis how they interact

Learning Unit OSA02: Event Management

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

- The Event Management process inclusive of its design strategy, components, activities, roles and operation including its organizational structure as well as any interfaces with other processes
- Efficient Event Management and provide examples of how it is used to ensure Quality Service within OSA
- The benefits and business value that can be gained from Event Management

Learning Unit OSA03: Incident Management

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

- The Incident Management process inclusive of its design strategy, components, activities, roles 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 – Support problem solving by putting theory into practice, interpret principles and relationships

- The Request Fulfilment process inclusive of its design strategy, components, activities, roles 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 – Support problem solving by putting theory into practice, interpret principles and relationships

- The end-to-end process flow for Problem Management inclusive of design strategy, components, activities, roles 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 – Support problem solving by putting theory into practice, interpret principles and relationships

- The end-to-end process flow for Access Management process inclusive of design strategy, components, activities, roles 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 – Support problem solving by putting theory into practice, interpret principles and relationships

- 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 Quality Service 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

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

- 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 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 – Support problem solving by putting theory into practice, interpret principles and relationships

- 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:

- Service Management as a Practice
- Service Operation Principles
- The Processes pertaining to Operational Support and Analysis across the Service Lifecycle
- How all processes in ITIL Operational Support and Analysis interact with other Service Lifecycle processes
- How to use the ITIL Operational Support and Analysis processes, activities and functions to achieve operational excellence
- How to measure ITIL Operational Support and Analysis
- The importance of IT Security and its contributions to ITIL Operational Support and Analysis
- Understanding the technology and implementation considerations surrounding ITIL Operational Support and Analysis
- The challenges, Critical Success Factors and risks associated with ITIL Operational Support and Analysis
- 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, 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, to eliminate recurring Incidents and to minimize 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, and
 - IT Service Continuity Management
- Organizing for Service Operation which describe functions to be performed within the Service Operation and Support such as Service Desk, Technical Management, IT Operations Management and Application Management

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

Level 5 - The SYNTHESIS level: 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. This level of learning in order to occur must include the first four levels – knowing, comprehending, analyzing and applying. This level of learning is probably the most intense and exciting for the candidate.

Level 6 - The EVALUATING phase: 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 analyzing and synthesizing.

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

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

Bloom Levels and taxonomy	Used by ITIL certification	Intellectual activity in learning outcome and exam proficiency
1. Knowing 2. Comprehending	ITIL Service Management Foundation Level stream (includes V2 – V3 Foundation Bridge certification)	The ability to recall, recite, name, and understand the meaning of ITIL terminology and basic practice fundamentals. <i>Vernacular examples used in Syllabus:</i> Understand; Describe; Identify
3. Applying 4. Analyzing	ITIL Service Management Lifecycle Stream Capability Stream Managing Across the Lifecycle	The ability to use the practices and concepts in a situation or unprompted use of an abstraction. Can apply what is learned in the classroom, in workplace situations. Can separate concepts into component parts to understand structure and can distinguish between facts and inferences. <i>Vernacular examples used in Syllabus:</i> Analyze; Demonstrate; Apply; Distinguish; Justify; Produce; Decide
5. Synthesis 6. Evaluate	ITIL Service Management Managing Across the Lifecycle – level 5 only ITIL Service Management Professional – Advanced Series	The ability to create patterns or structure from composite elements to achieve a new meaning or outcome. Can make judgement, weigh options of ideas and elements to justify and support an argument or case. <i>Vernacular examples used in Syllabus:</i> Evaluate; Justify; Summarize; Plan; Modify; Manage; Control

Intermediate 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 to the syllabus learning unit that the question is mapped to. Instructors should ensure that the module curriculum offers discussion, practical exercises and instruction that will ensure the candidate's competence needed to meet the exam level of difficulty.

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

Operational Support and Analysis Syllabus

The ITIL Intermediate Qualification: Operational Support and Analysis (OSA) is awarded to those who complete the following ten units of study and successfully pass the relevant examination.

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

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

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

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: OSA01 Introduction	<p>This learning unit of this course provides an introduction to the Core Concepts and terminology of the Service Lifecycle, and the role that OSA plays within the Lifecycle. An overview of Service Management is presented along with defining Service as a value proposition, the difference between functions and processes as well as how to create business value. The processes within Operational Support and Analysis practices and how these processes support the Service Lifecycle, inclusive of their roles and responsibilities are identified in the lifecycle stages of Service Transition, Service Operations and Service Design.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand and describe:</p> <ul style="list-style-type: none"> • The concept of Service Management as a practice Core Guidance References - SS 2.1, SO 2.1 • The concept of Service, its value proposition and composition Core Guidance References - SS 2.2 , SO 2.2 • The functions and processes across the Lifecycle Core Guidance References - SS 2.6, SO 2.3 • The role of processes in the Service Lifecycle Core Guidance References - SS 2.6.2, 2.6.3 • How Service Management creates business value Core Guidance References - SS 3.1, ST 2.4.3, SO 2.4.3, SO 2.4.4, CSI 3.7.2 • How Operational Support and Analysis supports the Service Lifecycle Core Guidance References – SO 2.4 	<p>Up to Bloom level 2</p> <p>Knowing and Comprehending</p> <p>The ability to recall, recite, name and understand the meaning of ITIL terminology and basic practice fundamentals.</p>
	<p>Contact hours recommended – 1.5</p>	

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 analyze:</p> <ul style="list-style-type: none"> • The purpose, goal 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 Core Guidance References - SO 4.1.4 • 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 the process interfaces Core Guidance References - SO 4.1.6 • Event Management involvement in Information Management Core Guidance References - SO 4.1.7 • How metrics can be used to check effectiveness and efficiency of the Event Management process Core Guidance References - SO 4.1.8, CSI 4.3, CSI 7.1.3 (<i>CSI reference within the context of Event Management</i>) • The challenges, Critical Success Factors and risks associated with the Event Management process Core Guidance References - SO 4.1.9 • How to design for Event Management Core Guidance References - SO 4.1.10 	<p>Up to Bloom level 4</p> <p>Applying and Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to 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 analyze:</p> <ul style="list-style-type: none"> • The purpose, goal 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 all basic concepts 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 the process interfaces Core Guidance References - SO 4.2.6 • Incident Management involvement in Information Management Core Guidance References - SO 4.2.7 • How metrics can be used to check effectiveness and efficiency of the Incident Management process Core Guidance References - SO 4.2.8, CSI 4.1, CSI 4.3, CSI 4.5 (<i>CSI references within the context of Incident Management</i>) • The challenges, Critical Success Factors and risks associated with the Incident Management process Core Guidance References - SO 4.2.9, CSI 4.5, CSI 9 (<i>CSI references within the context of Incident Management</i>) 	<p>Up to Bloom level 4</p> <p>Applying and Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to Incident Management.</p>
	<p>Contact hours recommended – 5.0</p>	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: OSA04 Request Fulfilment	<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 analyze:</p> <ul style="list-style-type: none"> • The purpose, goal 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, principles 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 the process interfaces Core Guidance References - SO 4.3.6 • Request Fulfilment involvement in Information Management Core Guidance References - SO 4.3.7 • How metrics 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, Critical Success Factors and risks associated with the Request Fulfilment process Core Guidance References - SO 4.3.9, CSI 9 <i>(CSI references within the context of Request Fulfilment)</i> 	Up to Bloom level 4 Applying and Analyzing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to Request Fulfilment.
	Contact hours recommended – 4.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: OSA05 Problem Management	<p>This unit covers how 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 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 analyze:</p> <ul style="list-style-type: none"> • The purpose, goal 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 the problem model concept Core Guidance References - SO 4.4.4 • 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 the process interfaces Core Guidance References - SO 4.4.6 • Problem Management involvement in Information Management Core Guidance References - SO 4.4.7 • How metrics can be used to check effectiveness and efficiency of the Problem Management process Core Guidance References - SO 4.4.8, CSI 4.1, CSI 4.6 (<i>CSI references within the context of Problem Management</i>) • The challenges, Critical Success Factors and risks associated with the Problem Management process Core Guidance References - SO 4.4.9, CSI 4.5, CSI 9 (<i>CSI references within the context of Problem Management</i>) 	Up to Bloom level 4 Applying and Analyzing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to Problem Management.
	Contact hours recommended – 5.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: OSA06 Access Management	<p>This learning unit covers how the Access Management process contributes to Operational Support and Analysis 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 analyze:</p> <ul style="list-style-type: none"> • The purpose, goal 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 Core Guidance References - SO 4.5.4 • The process activities, methods and techniques and how they relate with the Service Lifecycle Core Guidance References - SO 4.5.5 • The triggers, inputs and outputs and the process interfaces Core Guidance References - SO 4.5.6 • Access Management involvement in Information Management Core Guidance References - SO 4.5.7 • How metrics can be used to check effectiveness and efficiency of the Access Management process Core Guidance References - SO 4.5.8 • The challenges, Critical Success Factors and risks associated with the Access Management process Core Guidance References - SO 4.5.9, CSI 9 (<i>CSI references within the context of Access Management</i>) 	Up to Bloom level 4 Applying and Analyzing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to Access Management.
	Contact hours recommended – 2.5	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: OSA07 The Service Desk	<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 are reviewed in this unit.</p> <p>This unit covers the Service Desk and how it contributes to Service Operation and Analysis.</p> <p>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand, describe, identify, demonstrate, apply, distinguish, produce, decide or analyze:</p> <ul style="list-style-type: none"> • The Service Desk role Core Guidance References - SO 6.2.1 • The Service Desk objectives Core Guidance References - SO 6.2.2 • Different Service Desk organizational structures Core Guidance References - SO 6.2.3 • Different Service Desk staffing options Core Guidance References - SO 6.2.4 • Different Service Desk metrics that can be used to measure its effectiveness and efficiency Core Guidance References - SO 6.2.5 • Issues and safeguards to consider when outsourcing the Service Desk Core Guidance References - SO 6.2.6 	<p>Up to Bloom level 4</p> <p>Applying and Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to the Service Desk.</p>
	Contact hours recommended – 3.5	
ITIL SC: OSA08 Common OSA Functions	<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 analyze:</p> <ul style="list-style-type: none"> • The roles of each function Core Guidance References - SO 6.3.1, 6.4.1, 6.5.1 • Their objectives Core Guidance References - SO 6.3.2, 6.4.2, 6.5.2 • Each function's activities Core Guidance References - SO 6.3.3, 6.4.3, 6.5.5 	<p>Up to Bloom level 4</p> <p>Applying and Analyzing</p> <p>The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to each of the common functions.</p>
	Contact hours recommended – 4.0	

Learning Unit	Curriculum subjects covered	Level of Difficulty
ITIL SC: OSA9 Technology and Implementation considerations	<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 analyze:</p> <ul style="list-style-type: none"> • The generic requirements for technology to support process capability Core Guidance References - SO 7.1 • The evaluation criteria for technology and tools for process implementation Core Guidance References - SD 7.2 • Project, risk and staffing practices for process implementation Core Guidance References - SO 8.2, 8.3, 8.4 • The challenges, Critical Success Factors and risks related to implementing practices and processes Core Guidance References - ST 9.1, 9.2, 9.3, SD 9.1, 9.2, 9.2, SO 9.1, 9.2, 9.3 • How to plan and implement Service Management technologies Core Guidance References - SO 8.5 	Up to Bloom level 4 Applying and Analyzing The candidate should reach a level of competence that supports problem solving, putting theory into practice, interpreting principles and relationships related to OSA Technology and implementation.
	Contact hours recommended – 2.0	
ITIL SC: OSA10	Summary, Exam Preparation and Directed Studies 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.	
	Contact hours recommended – 2.0	

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 “illustrate, discuss, use examples”, etc, which may be considered as opportunities to introduce practical course exercises. These are not mandated areas for practical exercises, but provided as suggestions for use by course providers.

Format of the Examination

Type	Eight (8) multiple choice, scenario-based, gradient scored questions. Each question will have 4 possible answer options, one of which is worth 5 marks, one which is worth 3 marks, one which is worth 1 mark, and one which is a distracter and achieves no marks.
Duration	Maximum 90 minutes for all candidates in their respective language
Provisions for additional time relating to language	Candidates completing an exam: <ul style="list-style-type: none"> In a language that is not their mother tongue, and in a country where the language of the exam is not a business language in the country, have a maximum of 120 minutes to complete the exam and are allowed the use of a dictionary
Prerequisite	ITIL V3 Foundation Certificate or ITIL V2 Foundation plus Bridge Certificate and completion of an accredited Course from an ITIL Accredited Training Provider
Supervised	Yes
Open Book	No
Pass Score	28/40 or 70%

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 Organization	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 V3 Expert Certification	Required	Instructor must present a valid certificate issued by an accredited Examination Institute

Approved Delivery Structure

Structure	Operational Standard Requirements
Training Delivery	Training providers are free to structure and organize their training in the way they find most appropriate, provided the units of the syllabus are sufficiently covered. Training must be delivered via an ATO based on this syllabus. Training can be delivered virtually, via an e-learning / learning technology solution.

Terminology List

A candidate is expected to understand the following terms after completing an OSA course.

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

Access Management	Middleware Management
Achieving Balance (in Service Operations)	Monitoring and Control
Alert*	Network Management
Applications Management	Operational Health
Business Case*	Operational Level Agreement (OLA)*
Configuration Item*	Problem*
Configuration Management System*	Organizational Structures
Continual Service Improvement	Problem Management
Database Management	Project Management
Desktop Support	Request Fulfilment
Directory Services Management	Risk Management
Event*	Server Management and Support
Event Management	Service Catalogue*
Facilities and Data centre Management	Service Desk
Functions	Service Design
Incident*	Service Knowledge Management System (SKMS)*
Incident Management	Service Level Agreement*
Internet/Web Management	Service Operation
IT Operations	Service Provider*
IT Operations Management	Service Request*
IT Security Management	Service Strategy
Known Error Database (KEDB)*	Service Transition
Known Error*	Storage and Archive
Lifecycle	Technical Management
Mainframe Management	Telephony
	Value to Business

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