# Professional Qualifications for

# ITIL® PRACTICES FOR SERVICE MANAGEMENT: INTERMEDIATE CAPABILITY STREAM

*The ITIL Intermediate Qualification:*
*Operational Support and Analysis Certificate*
*SYLLABUS*

**APM GROUP**
**OGC's Official Accreditor**

# 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.

## Target Group
The target group of the ITIL Expert Qualification: Operational Support and Analysis is:

- 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

This may include but is not limited to, IT professionals, business managers and business process owners.

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

- Service Management as a Practice
- Service Operation Principals
- The Processes pertaining to Operational Support and Analysis across the Service Lifecycle
- 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 phases 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
- Service Operations and Support Service Operation roles and responsibilities
- Technology and Implementation Considerations
- Challenges, Critical Success Factors and risks

## 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 also strongly recommended that candidates:

- Can demonstrate familiarity with IT terminology and understand the context of Operational Support and Analysis management of their own business environment
- Have exposure working in the 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 strongly recommended that candidates read the ITIL Service Lifecycle core publications in advance of attending training for the certification.

## 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, 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 students 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

## 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.

| Bloom Levels and taxonomy | Used by ITIL certification | Intellectual activity in learning outcome and exam proficiency |
|---|---|---|
| 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. *Vernacular examples used in Syllabus:* 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. *Vernacular examples used in Syllabus:* 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. *Vernacular examples used in Syllabus:* 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 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.

## Operational Support and Analysis Syllabus

The ITIL Intermediate Qualification: Operational Support and Analysis is awarded to those who complete the following ten units of study and successfully pass the relevant examination. The units cover the topics listed (section numbers from the source publications are included along with indicative contact study hours).

| ITIL SC: | Introduction |
|---|---|
| **OSA01**<br><br>**Level of Difficulty – up to Bloom level 2** | This unit Introduces the candidate to the concepts and terminology of the Service Lifecycle and the role of OSA within the Lifecycle.<br><br>To meet the learning outcomes and examination level of difficulty, the candidates must be able to understand and describe:<br><br>• the concept of Service Management as a practice (SS 2.1, ST 2.1)<br><br>• the concept of Service, its value proposition and composition (SS 2.2 , ST 2.2)<br><br>• the functions and processes across the Lifecycle (SS 2.6, ST 2.3)<br><br>• the role of processes in the Service Lifecycle (SS 2.6.2. 2.6.3)<br><br>• how Service Management creates business value (SS 3.1, ST 2.4.3, SO 2.4.3, CSI 3.7.2)<br><br>• how Operational Support and Analysis supports the Service Lifecycle (SO 2.2, SO 2.4,)<br><br><br>***The recommended minimum study period for this unit is 1.5 hours.*** |
| **ITIL SC:** | **Event Management** |
| **OSA02**<br><br>**Level of difficulty – up to Bloom level 4** | This unit covers the Event Management process and how it contributes to Service Operation and Analysis.<br><br>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:<br><br>• the purpose, goal and objectives of the Event Management process (SO 4.1.1)<br><br>• the scope of the process (SO 4.1.2)<br><br>• the value to business and to the Service Lifecycle (SO 4.1.3)<br><br>• the policies, principles and basic concepts (SO 4.1.4)<br><br>• the process activities, methods and techniques that enable this process and how it relates to the Service Lifecycle (SO 4.1.5)<br><br>• the triggers, inputs and outputs and the process interfaces (SO 4.1.6)<br><br>• the Event Management involvement in Information Management (SO 4.1.7)<br><br>• how metrics can be used to check effectiveness and efficiency of the Event Management process (SO 4.1.8, (CSI 4.3, CSI 7.1.3 within the context of Event Management))<br><br>• the challenges, Critical Success Factors and risks associated with the Event Management process (SO 4.1.9)<br><br>• how to design for Event Management (SO 4.1.10)<br><br><br>***The recommended minimum study period for this unit is 2.5hours.*** |

| ITIL SC: | **Incident Management** |
|---|---|
| **OSA03**<br><br>**Level of difficulty – up to Bloom level 4** | This unit covers the Incident Management process and how it contributes to Service Operation and Analysis.<br><br>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:<br><br>• the purpose, goal and objectives of the Incident Management process (SO 4.2.1)<br><br>• the scope of the process (SO 4.2.2)<br><br>• the value to business and to the Service Lifecycle (SO 4.2.3)<br><br>• the policies, principles and all basic concepts (SO 4.2.4)<br><br>• the process activities, methods and techniques and how they relate to the Service Lifecycle (SO 4.2.5)<br><br>• the triggers, inputs and outputs and the process interfaces (SO 4.2.6)<br><br>• the Incident Management involvement in Information Management (SO 4.2.7)<br><br>• how metrics can be used to check effectiveness and efficiency of the Incident Management process (SO 4.2.8, (CSI 4.1, CSI 4.3, CSI 4.5 within the context of Incident Management))<br><br>• the challenges, Critical Success Factors and risks associated with the Incident Management process (SO 4.2.9, CSI 4.5, (CSI 9 within the context of Incident Management))<br><br>*The recommended minimum study period for this unit is 5.0 hours.* |
| ITIL SC: | **Request Fulfilment** |
| **OSA04**<br><br>**Level of difficulty – up to Bloom level 4** | This unit covers the Request Fulfilment process and how it contributes to Service Operation and Analysis.<br><br>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:<br><br>• the purpose, goal and objectives of the Request Fulfilment process (SO 4.3.1)<br><br>• the scope of the process (SO 4.3.2)<br><br>• the value to business and to the Service Lifecycle (SO 4.3.3)<br><br>• the policies, principles and the request model concept (SO 4.3.4)<br><br>• the process activities, methods and techniques and how they relate to the Service Lifecycle (SO 4.3.5)<br><br>• the triggers, inputs and outputs and the process interfaces (SO 4.3.6)<br><br>• the Request Fulfilment involvement in Information Management (SO 4.3.7)<br><br>• how metrics can be used to check effectiveness and efficiency of the Request Fulfilment process (SO 4.3.8, CSI 7.1.6)<br><br>• the challenges, Critical Success Factors and risks associated with the Request Fulfilment process (SO 4.3.9, up to CSI 9)<br><br>*The recommended minimum study period for this unit is 4.0 hours.* |

| ITIL SC: | **Problem Management** |
|---|---|
| **OSA05**<br><br>**Level of difficulty – up to Bloom level 4** | This unit covers the Problem Management process and how it contributes to Service Operation and Analysis.<br><br>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:<br><br>• the purpose, goal and objectives of the Problem Management process (SO 4.4.1)<br><br>• the scope of the process (SO 4.4.2)<br><br>• the value to business and Service Lifecycle (SO 4.4.3)<br><br>• understanding of the policies, principles and the problem model concept (SO 4.4.4)<br><br>• the process activities, methods and techniques and how they relate to the Service Lifecycle (SO 4.4.5)<br><br>• the triggers, inputs and outputs and the process interfaces (SO 4.4.6)<br><br>• the Problem Management involvement in Information Management (SO 4.4.7)<br><br>• how metrics can be used to check effectiveness and efficiency of the Problem Management process (SO 4.4.8, (CSI 4.1, CSI 4.6 within the context of Problem Management))<br><br>• the challenges, Critical Success Factors and risks associated with the Problem Management process (SO 4.4.9, (CSI 4.5, CSI 9 within the context of Problem Management))<br><br>*The recommended minimum study period for this unit is 5.0 hours.* |
| ITIL SC: | **Access Management** |
| **OSA06**<br><br>**Level of difficulty – up to Bloom level 4** | This unit covers Access Management and how it contributes to Service Operation and Analysis.<br><br>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:<br><br>• the purpose, goal and objectives of the Access Management process (SO 4.5.1)<br><br>• the scope of the process (SO 4.5.2)<br><br>• the value to business and Service Lifecycle (SO 4.5.3)<br><br>• the policies, principles and basic concepts (SO 4.5.4)<br><br>• the process activities, methods and techniques and how they relate with the Service Lifecycle (SO 4.5.5)<br><br>• the triggers, inputs and outputs and the process interfaces (SO 4.5.6)<br><br>• the Access Management involvement in Information Management (SO 4.5.7)<br><br>• how metrics can be used to check effectiveness and efficiency of the Access Management process (SO 4.5.8)<br><br>• the challenges, Critical Success Factors and risks associated with the Access Management process (SO 4.5.9, (CSI 9 within the context of Access Management))<br><br>*The recommended minimum study period for this unit is 2.5 hours.* |

| ITIL SC: | **Service Desk** |
|---|---|
| **OSA07**<br><br>**Level of difficulty – up to Bloom level 4** | This unit covers the Service Desk and how it contributes to Service Operation and Analysis.<br><br>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:<br><br>• the Service Desk role (SO 6.2.1)<br><br>• the Service Desk objectives (SO 6.2.2)<br><br>• the different Service Desk organizational structures (SO 6.2.3)<br><br>• the different Service Desk staffing options (SO 6.2.4)<br><br>• the different Service Desk metrics that can be used to measure its effectiveness and efficiency  (SO 6.2.5)<br><br>• the issues and safeguards to consider when Outsourcing the Service Desk (SO 6.2.6)<br><br><br>*The recommended minimum study period for this unit is 3.5 hours.* |
| ITIL SC: | **Functions** |
| **OSA08**<br><br>**Level of difficulty – up to Bloom level 4** | This unit covers the Service Operation Functions of Technical Management, IT Operations Management, and Applications Management and how they contribute to Operational Support and Analysis.<br><br>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:<br><br>• the roles of each function (SO 6.3.1, SO 6.4.1, SO 6.5.1)<br><br>• their objectives (SO 6.3.2, SO 6.4.2, SO 6.5.2)<br><br>• each function's activities (SO 6.3.3, SO 6.4.3, SO 6.5.5)<br><br><br>*The recommended minimum study period for this unit is 4.0 hours.* |

| ITIL SC: | Technology and Implementation considerations |
|---|---|
| **OSA9**<br><br>**Level of difficulty – up to Bloom level 4** | 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 Service Operation and Analysis practices.<br><br>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:<br><br>• the generic requirements for technology to support process capability (SO 7.1)<br><br>• the evaluation criteria for technology and tools for process implementation (SD 7.2)<br><br>• the project, risk and staffing practices for process implementation (SO 8.2, 8.3, 8.4)<br><br>• the challenges, Critical Success Factors and risks related to implementing practices and processes (ST 9.1-9.3, SO 9.1-9.3, SD 9.1-9.2)<br><br>• how to plan and implement Service Management technologies (SO 8.5)<br><br>*The recommended minimum study period for this unit is 2.0 hours.* |
| ITIL SC:<br><br>**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.<br><br>*The recommended minimum study period for this unit is 2.0 hours.* |

**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 "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.


**Learning outcomes**
Following completion of this unit, the candidate will know:

- The importance of Service Management as a Practice concept and Service Operation Principles, purpose and objectives
- The importance of ITIL Operational Support and Analysis while providing service
- How all processes in ITIL Operational Support and Analysis interact with other Service Lifecycle processes
- The processes, activities, methods and functions used in each of the ITIL Operational Support and Analysis 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

## 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 |

## 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 |

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