



APM Registered Project Professional standard

An update of the RPP standard launching in 2017

December 2016

Version 3



APM Registered Project Professional (RPP)

For employers, developing and recruiting APM Registered Project Professionals is an investment in their desire to deliver competitive advantage through improved project delivery. For the individual it is a demonstration of their competence, ethical behaviour and commitment to continuing development that sets them apart from others.

There is a growing recognition of the value that competent and capable project professionals can offer to all areas of society. RPP is a robust assessment of the APM FIVE Dimensions of Professionalism with successful candidates being entered onto the APM Register of Project Professionals.

The standard was initially launched in 2011; this document provides details of the refreshed standard's alignment to the *APM Competence Framework 2nd edition* which will be available from February 2017.



Introduction

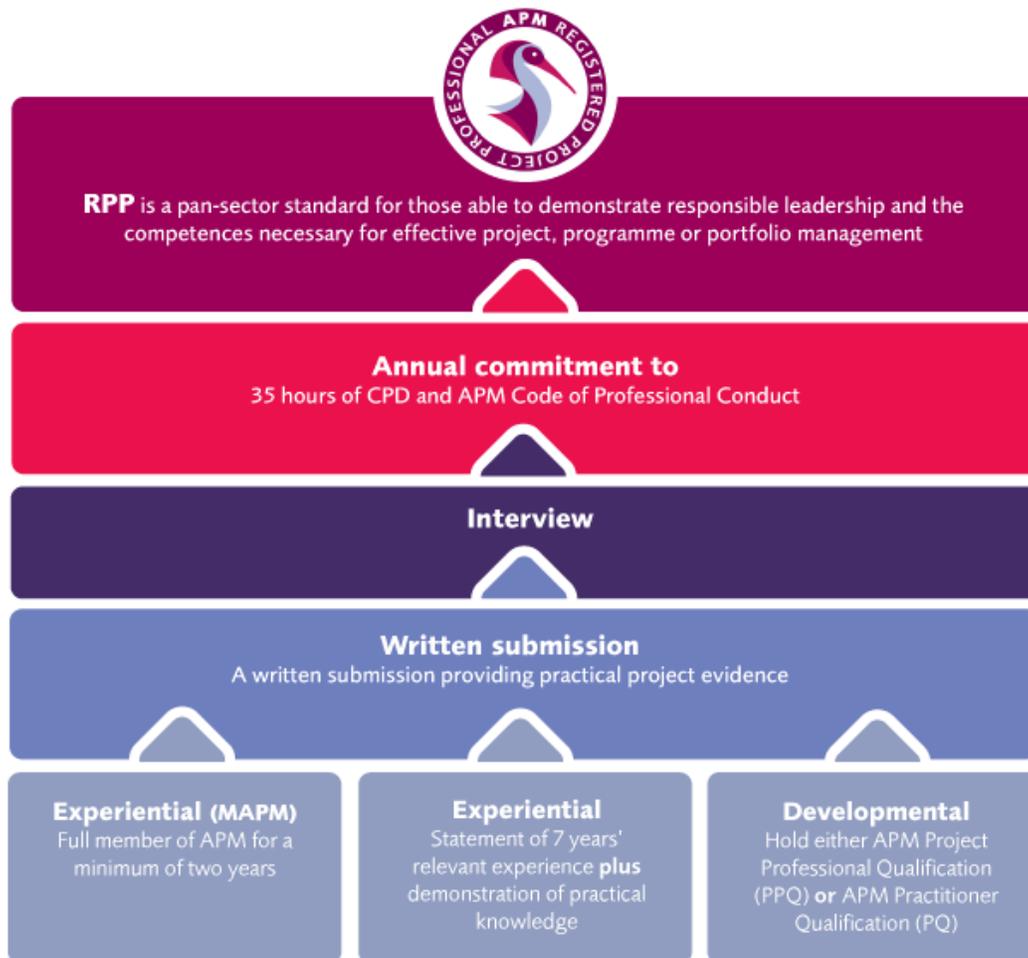
APM Registered Project Professional (RPP) is a pan-sector standard that demonstrates responsible leadership and the competences necessary for effective project, programme or portfolio management.

It is available to anyone, from any professional background, with experience of managing others in a project environment.

The refreshed standard has two new key features.

- Alignment to the *APM Competence Framework 2nd edition*.
- An additional route recognising the achievement of holders of the APM Project Professional Qualification (PPQ) or APM Practitioner Qualification (PQ).

The refreshed standard will be launched in February 2017 with full details of how to apply.



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Exposure draft
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How is RPP assessed?

Step 1: Eligibility

APM Registered Project Professional (RPP) recognises the diverse paths individuals take into the profession. Applicants are expected to either demonstrate a minimum of seven years' relevant experience, have held Full membership of APM (MAPM) for a minimum of two years **OR** hold either the APM Project Professional Qualification (PPQ) or APM Practitioner Qualification (PQ).

This offers applicants the opportunity to achieve RPP based on prior experience or via a structured training and development route recognised through professional qualifications.

Step 2: Written submission

Applicants are required to provide a written submission including:

- a record of employment history;
- an overview of at least two projects, programmes or portfolios to be used as evidence, likely to have been within the last seven years;
- answers to five sets of questions relating to the projects, programmes or portfolios. These will cover both practical competence and breadth of knowledge. Holders of PPQ or PQ will answer the practical competence questions only;
- a record of 35 hours continuing professional development (CPD) from the previous 12 months;
- details of two referees.

Step 3: Interview

An interview lasting up to one hour focusing on validating and exploring the evidence submitted in the written submission.

Step 4: Maintenance

Successful applicants will be required to undertake a minimum of 35 hours continuing professional development (CPD) per year and commit to APM's Code of Professional Conduct.

If applicants are not already a member of APM, successfully completing their assessment will award them Full membership (MAPM).



RPP written submission

Applicants are required to provide an overview of at least two projects, programmes or portfolios, likely to have been within the last seven years, describing their accountabilities, management of others and responsible leadership. They will also need to describe how these projects, programmes or portfolios demonstrate the following characteristics:

- Uncertainty or conflicting objectives.
- High severity of risks or unpredictability.
- Multiple work packages.
- Multiple, interdependent stakeholders.

Applicants will answer five sets of questions. Each of the question sets should be answered using a single project, programme or portfolio, although the same project, programme or portfolio can be used to answer multiple questions sets.



1. Planning the project, programme or portfolio

	APM Competence Framework 2nd edition topic area	Practical competence (1,000 words for total question set)	Breadth of knowledge (1,000 words for total question set)
1.1	Governance arrangements	How did the governance structure help or hinder your role in the management of the project, programme or portfolio?	What alternative governance structures could have been used, and why might these have been more or less appropriate?
1.2	Consolidated planning	Give an example of conflicting requirements regarding one or more of the following, and explain how you addressed this conflict during planning. <ul style="list-style-type: none"> ▪ Dependencies. ▪ Quality requirements. ▪ Time constraints. ▪ Resource limits. ▪ Return on investment. 	What methodologies could have been used to prepare a consolidated plan, and what are the advantages and/or limitations of the alternative methodologies?
1.3	Resource management	How did you secure the necessary human, physical and/or financial resources required for delivery?	In what ways might priorities differ when securing resources from internal or external providers, and how do you adapt your behaviour to take these differences into account?
1.4	Risk and issue management	What arrangements did you put in place for risk management, and why did you judge the arrangements sufficient?	What alternative methods could have been used to identify and assess the probabilities and impacts of the risks, and what would have been the likely costs and benefits of adopting the alternative methods?

2. Managing stakeholders and communications

	Competence Framework 2nd edition topic area	Practical competence (500 words for total question set)	Breadth of knowledge (500 words for total question set)
2.1	Stakeholder and communications management	How did you try to reconcile conflicting stakeholder interests, and how successful were you in doing so?	What options are available to you when stakeholder interests are irreconcilable, and how can the use of these options impact on the project, programme and/or portfolio?



2.2	Stakeholder and communications management	What schedules and methods of communication did you choose to use with different stakeholder groups, and would you choose these same methods again?	What do you consider to be the main methods generally available to communicate with stakeholders, and what do you consider the main advantages and limitations of each method?
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3. Managing the project, programme, portfolio or key control function

	Competence Framework 2nd edition topic area	Practical competence (1,000 words for total question set)	Breadth of knowledge (1,000 words for total question set)
3.1	Reviews	What factors did you monitor to assess progress against time, resource use, and budget, and which of these factors were most and least informative?	What other factors might you have chosen to monitor, and what would have been the advantages and disadvantages of these alternatives?
3.2	Quality management; Benefits management	What arrangements did you put in place to manage the quality of outputs, outcomes and/or benefits, and were these arrangements effective?	What alternative arrangements might you have made to manage the quality of outputs, outcomes and/or benefits, and what would have been the advantages and disadvantages of these alternatives?
3.3	Change control	What action did you take when a variation was identified that <u>would not</u> affect the scope?	When you act to address variations, what measures can you take to ensure that the project, programme or portfolio's implementation and documentation reflect its new configuration?
3.4	Change control	What action did you take when a variation was identified that <u>would</u> affect the scope?	



4. Inspiring and motivating others through effective leadership

	Competence Framework 2nd edition topic area	Practical competence (500 words for total question set)	Breadth of knowledge (500 words for total question set)
4.1	Leadership	How did you go about gaining and maintaining the trust and commitment of stakeholders and team members?	What other leadership styles could you have adopted, and what would have been the possible advantages and limitations of the different leadership styles?
4.2	Leadership	What did you do to create a working environment that would empower team members and encourage high performance, and did it work?	What alternative arrangements might you have made to empower the team members, and what would have been the advantages and disadvantages of these alternatives?

5. Managing teams and developing staff

	Competence Framework 2nd edition topic area	Practical competence (750 words for total question set)	Breadth of knowledge (750 words for total question set)
5.1	Team management	How did you allocate work and monitor the performance of team members, and what actions did you take in the light of performance data?	How do you determine the reasons for team members under-performing or over-performing?
5.2	Team management	How did you exploit opportunities to develop the competence of individuals and the team?	What are the alternative methods that you might have drawn on to develop the competence of individuals and teams, and what are the strengths and limitation of these methods?
5.3	Conflict management	How did you avoid conflicts within the team, and how successful were you in dealing with any conflicts that arose?	What options are available to deal with conflicts when different team members prove irreconcilable, and how can the use of these options impact on other members of the team?



RPP mark scheme

The decision to award RPP will be based on the evidence submitted.

Applicants on the experiential routes will receive a mark for practical competence and a mark for breadth of knowledge for each of the five question sets. To achieve the standard, applicants must achieve four marks of three and one of two for practical competence, and four marks of three and one of two for breadth of knowledge.

Applicants on the developmental route will have already met the knowledge requirements for RPP and will therefore receive a mark for practical competence for each of the five questions sets only. To achieve the standard, they must achieve four marks of three and one of two.

	N/A	1	2	3
Practical competence	No evidence	Performed the function with significant guidance and support; performed basic routine and predictable tasks; exercised little or no individual responsibility	Performed the function with support required only in specially demanding circumstances; exercised individual responsibility and autonomy	Performed the function without support; exercised significant responsibility and autonomy; led the work of others
Breadth of knowledge	No evidence	Aware of the purposes of the function and of associated difficulties	Aware of basic principles and the main methods that are applied in the area of work	Possessing in-depth knowledge of principles and methods sufficient to assume responsibility in widely differing circumstances