

IPMA»

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association



SYLLABUS

IPMA Level B: Certified Senior Programme Manager

IPMA Level B: Certified Senior Programme Manager Syllabus

This syllabus provides the details of the learning outcomes and assessment criteria for the IPMA Level B: Certified Senior Programme Manager qualification. Both the learning outcomes and assessment criteria are aligned to the IPMA Individual Competence Baseline (ICB4) document, but the presentation of the content better reflects teaching approaches than the functional breakdown of the IPMA ICB4 structure

Where the syllabus cites the term 'including', the information in brackets is topic coverage. All the cited terms are expected to be known by candidates taking the examination

Where the syllabus cites the term 'such as', the information in brackets provides general topic coverage. This means that the assessment criteria are expected to be understood by candidates and examined, but the content in brackets is purely indicative of the range of areas that candidates may respond with. Therefore, the candidate may answer more widely than these specified items in the examination.

Unit 1 - The Impact of Organisations on Programme Management

| Learning outcomes When awarded credit for this unit, a learner will have developed a capability to: | Assessment criteria Assessment of this learning outcome may require a learner to demonstrate that they can: | IPMA Competence Framework reference |
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| 1. Align the programme to strategic objectives, corporate governance, structures and processes giving appropriate consideration to relevant compliance requirements, standards and regulations. | 1.1 translate an organisation's mission, vision and strategy into appropriate management control measures (such as critical success factors, success criteria, key performance indicators) | 5.3.1.1, 5.3.1.4 |
| | 1.2 support an organisation's strategy through the implementation, monitoring and reporting of programme performance measures | 5.3.1.2, 5.3.1.3, 5.3.1.5 |
| | 1.3 manage complex programmes through programme management principles and within existing governance, structures and processes where a programme's and an organisation's decision making, reporting and quality are in alignment. | 5.3.2.1, 5.3.2.5 |
| | 1.4 manage compliant programmes and their components where relevant national and international standards and regulations are adhered to (such as the legal policies of the organisation, contract law, employment law, intellectual property, health and safety law, security and environmental legislation) | 5.3.3.1, 5.3.3.2 |
| | 1.5 ensure complex programmes and their components comply with relevant codes of conduct, professional regulation and sustainability principles | 5.3.3.3, 5.3.3.4 |
| | 1.6 combine performance benchmarks with professional development to implement a continuous improvement culture | 5.3.3.5, 5.3.3.6 |
| | 1.7 determine the relationship between a programme and a portfolio of programmes where a relationship exists in a complex context | 5.3.2.2, 5.3.2.3 |

Unit 1 continued overleaf

Unit 1 – continued

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| <p>2. Deliver programme management strategies through others where individual, as well as team power and influence, are integrated into an organisation's culture.</p> | <p>2.1 consider the impact of individual personalities, working styles, ambitions and interests when establishing individual and team goals (such as Belbin, Margerison McGann, Myers Briggs)</p> <p>2.2 determine the impact of formal and informal relationships and influences on complex programmes (such as French and Raven Bases of Power)</p> <p>2.3 consider the impact of societal culture and the informal culture and values of an organisation when developing programme plans and performance measures</p> <p>2.4 align programme aims, objectives and plans with the organisation's formal culture and values</p> | <p>5.3.4.1, 5.3.4.3</p> <p>5.3.4.2</p> <p>5.3.5.1, 5.3.5.3</p> <p>5.3.5.2</p> |
| <p>3. Implement and maintain a governance framework in the context of a complex programme which facilitates an effective information exchange between all stakeholders.</p> | <p>3.1 establish a programme governance framework and structure where a programme's stakeholders, context, environment and location influence organisational design</p> <p>3.2 provide processes, systems and structures where information management and security are key considerations in complex programmes</p> <p>3.3 adjust a programme's organisational structure in response to change drivers to ensure continual alignment with programme and organisational strategies</p> | <p>5.5.5.1, 5.5.5.2</p> <p>5.5.5.3</p> <p>5.5.5.4</p> |
| <p>4. Set a strategy to ensure a complex programme is adequately resourced where organisational strategies are effectively and efficiently delivered.</p> | <p>4.1 implement a strategic resource plan where financial forecasting, planning and supporting functions are key considerations when determining the quality and quantity of required resources for a complex programme</p> <p>4.2 implement a financial management framework which embraces funding mechanisms and budgets</p> <p>4.3 use a financial management, control and reporting system to distribute programme funds</p> <p>4.4 effectively negotiate programme resources with appropriate stakeholders</p> <p>4.5 follow a systematic approach to resource availability and distribution which facilitates corrective action to be taken when required</p> | <p>5.3.2.4, 5.3.2.6, 5.5.8.1, 5.5.8.2</p> <p>5.5.7.1, 5.5.7.2, 5.5.7.3</p> <p>5.3.2.7, 5.5.7.4, 5.5.7.5</p> <p>5.5.8.3</p> <p>5.5.8.4, 5.5.8.5</p> |

Unit 2 - Delivering Sustainable Change through Effective Programme Leadership and Management

| Learning outcomes When awarded credit for this unit, a learner will have developed a capability to: | Assessment Criteria Assessment of this learning outcome may require a learner to demonstrate that they can: | IPMA Competence Framework reference |
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| 1. Reflect on own actions, values and emotions to develop behaviours which are informed by integrity and the requirement to be an effective programme manager. | 1.1 use individual experiences and self-awareness to inform future performance, recognise areas for improvement and build on existing strengths 1.2 support appropriate workplace behaviours through effective self-direction, goal setting, time management and organisational skills, based on a continual desire to learn and develop, within the context of a complex programme 1.3 act ethically towards, and with responsibility for, own actions and decision making 1.4 deliver sustainable, complete and accurate outcomes through a consistent approach to decision making based on the context of a complex programme | 5.4.1.1, 5.4.1.2 5.4.1.3, 5.4.1.4, 5.4.1.5 5.4.2.1, 5.4.2.3 5.4.2.2, 5.4.2.4, 5.4.2.5 |
| 2. Inspire others through meaningful and engaging relationships employing open and inclusive communication. | 2.1 apply appropriate techniques which support and facilitate a structured and open approach to inclusive communication within a complex programme 2.2 determine appropriate communication methods considering the situation and audience, including virtual teams (such as language, channel, content, time zones) 2.3 develop a network of internal and external contacts to establish relationships which will support the achievement of a complex programme's vision and goals 2.4 use appropriate techniques to understand the concerns of others thereby developing respectful and meaningful professional relationships | 5.4.3.1, 5.4.3.2, 5.4.3.5 5.4.3.3, 5.4.3.4 5.4.4.1, 5.4.4.2, 5.4.4.5 5.4.4.3, 5.4.4.4 |

Unit 2 – continued

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| 3. Demonstrate inspirational leadership where the behaviour of individuals and teams are challenged and where empowerment is an explicit characteristic within a complex programme. | 3.1 apply appropriate power and leadership styles alongside coaching and mentoring techniques to influence the behaviour of others to achieve established and evolving goals (such as Blake and Mouton, Hersey Blanchard) | 5.4.5.3, 5.4.5.4 |
| | 3.2 positively inform the behaviours and actions of others through a proactive approach to supporting individuals and teams and through taking ownership of a complex programme's objectives | 5.4.5.1, 5.4.5.2 |
| | 3.3 communicate a course of action based on informed decisions in situations where uncertainty influences actions | 5.4.5.5 |
| | 3.4 establish an effective and efficient team where co-operation, internal networking and shared objectives lead to better performance based on a culture of empowerment within a complex programme (models such as Belbin, Margerison-McCann, Myers Briggs, Tuckman) | 5.4.6.1, 5.4.6.2, 5.4.6.4 |
| | 3.5 reflect on areas for improvement in performance to promote a culture of continuous improvement in individuals and teams | 5.4.6.3, 5.4.6.5 |
| | 3.6 inform the strategies of a complex programme through an open working relationship between and within teams where information sharing is used to promote conceptual thinking and a holistic view of the programme | 5.4.8.1, 5.4.8.2, 5.4.8.5 |
| | 3.7 apply appropriate analytical techniques to different, but complex, situations which require creative and alternative solutions | 5.4.8.3, 5.4.8.4 |
| | 3.8 anticipate individual and team needs to support effective operations in a healthy, safe and productive, but complex, working environment | 5.4.10.2, 5.4.10.3 |

Unit 2 – continued

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| <p>4. Support programme success through effective negotiation and conflict resolution.</p> | <p>4.1 recognise and interpret existing and potential areas of conflict, being mindful of the possible impact on people, to inform appropriate responses and resolutions (models such as Thomas/Kilmann, Blake and Mouton)</p> <hr/> <p>4.2 reflect on the impact, potential or real, of conflicts and crises to stimulate learning and strengthen team cohesion</p> <hr/> <p>4.3 apply appropriate negotiation techniques to establish interests, needs and constraints which support the creation of a negotiation strategy to achieve objectives</p> <hr/> <p>4.4 achieve satisfactory agreements with others where exploiting new opportunities is a key negotiating factor</p> <hr/> <p>4.5 manage a complex programme effectively and efficiently, engaging with stakeholders to gain acceptance of programme goals, processes and outcomes</p> <hr/> <p>4.6 measure the impact of decisions and actions on the success of a complex programme and the achievement of organisational objectives</p> | <p>5.4.7.1, 5.4.7.2, 5.4.7.3</p> <p>5.4.7.4</p> <p>5.4.9.1, 5.4.9.2, 5.4.9.3</p> <p>5.4.9.4, 5.4.9.5</p> <p>5.4.10.4, 5.4.10.5</p> <p>5.4.10.1</p> |
| <p>5. Support organisational change and transformation.</p> | <p>5.1 consider an organisation's capacity to change when establishing change requirements and transformation opportunities</p> <hr/> <p>5.2 develop, implement and adapt a change or transformation strategy within the context of a complex programme</p> | <p>5.5.13.1, 5.5.13.2</p> <p>5.5.1.5, 5.5.13.3, 5.5.13.4</p> |

Unit 3 - Implementing Effective Programme Management in Stable and Uncertain Environments

| Learning outcomes When awarded credit for this unit, a learner will have developed a capability to: | Assessment criteria Assessment of this learning outcome may require a learner to demonstrate that they can: | IPMA Competence Framework reference |
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| 1. Deliver a vision and strategy for a complex programme where the approach employs networks, alliances and partnerships to build important stakeholder relationships and where lessons learned are key informants of future approaches. | 1.1 establish a benefits realisation strategy for the programme based on a stakeholder analysis, which embeds the programme's goals and benefits hierarchy, using recognised tools and techniques 1.2 maintain networks, alliances or partnerships with primary stakeholders where they act as ambassadors or champions for a complex programme 1.3 develop networks, alliances or partnerships with potential collaborators through the implementation of a stakeholder strategy and communication plan 1.4 establish programme and component success criteria within a design which has the flexibility to respond to changing priorities 1.5 adopt a 'lessons learned' approach to inform future programme and component design 1.6 create a vision for the programme which informs a flexible programme management approach where complexity and consequences for the approach are key considerations 1.7 design an execution architecture and delivery strategy for a complex programme 1.8 monitor the benefits achieved from components having first defined them their intended outcomes and their interfaces | 5.5.2.1, 5.5.2.2, 5.5.2.3, 5.5.12.1 5.5.12.2, 5.5.12.5 5.5.12.3, 5.5.12.4 5.5.1.1 5.5.1.2 5.5.1.3, 5.5.1.4, 5.5.1.6 5.5.1.7, 5.5.1.8 5.5.2.4, 5.5.2.5 |

Unit 3 – continued

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| <p>2. Manage the scope of a complex programme considering the configuration and sequencing of components.</p> | <p>2.1 structure the scope of a complex programme based on the proposed scope of its components documenting decisions taken when selecting components</p> <p>2.2 maintain scope configuration through the effective management of the scope of components</p> <p>2.3 prioritise components based on their characteristics and programme priorities</p> <p>2.4 effectively sequence programme components in to tranches</p> <p>2.5 manage the consistency of tranches to ensure effective and smooth transition from one tranche to another</p> | <p>5.5.3.1, 5.5.3.2, 5.5.14.4</p> <p>5.5.3.3, 5.5.3.4</p> <p>5.5.14.1, 5.5.14.2</p> <p>5.5.4.1</p> <p>5.5.4.2, 5.5.4.3</p> |
| <p>3. Establish, manage and finalise a programme within a complex context giving due consideration to partnerships, quality assurance and programme components.</p> | <p>3.1 manage and govern a procurement system for a programme</p> <p>3.2 develop and manage partnerships through the programme life cycle</p> <p>3.3 implement quality assurance measures based on a quality approach for a complex programme and its components</p> <p>3.4 establish a programme ensuring the interfaces and collaborations between programme components are effectively managed</p> <p>3.5 regularly evaluate the status of programme components and their performance adjusting the behaviour of components, when deviations from plan occur, to ensure components are delivering as intended</p> <p>3.6 provide direction to component managers</p> <p>3.7 finalise a complex programme and its components when appropriate</p> | <p>5.5.9.1</p> <p>5.5.9.2, 5.5.9.3</p> <p>5.5.6.1, 5.5.6.2</p> <p>5.5.10.1, 5.5.10.2</p> <p>5.5.10.3, 5.5.14.3</p> <p>5.5.10.4</p> <p>5.5.10.5</p> |
| <p>4. Effectively manage risk and opportunity within a complex programme.</p> | <p>4.1 identify risks and opportunities within a risk management framework</p> <p>4.2 determine the impact of risks and opportunities through qualitative and quantitative assessments</p> <p>4.3 determine, monitor and evaluate appropriate strategies and response plans to address risks and opportunities for a complex programme</p> | <p>5.5.11.1, 5.5.11.2</p> <p>5.5.11.3</p> <p>5.5.11.4, 5.5.11.5</p> |

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