

MANAGEMENT

APM Project **Management** Qualification (*PMQ*)

**PMQ Indicative Content: to support
the syllabus aligned to the APM
Body of Knowledge 7th edition**

Introduction

The indicative content is provided to expand on the assessment criteria, **it is not model answers nor sufficient to pass the exam.**

For assessment criteria containing the command verbs explain, describe, differentiate and interpret, between one and three examples have been given in the indicative content to support the interpretation of the assessment criteria. Not all elements of the assessment criteria are necessarily covered in the examples given, however the examples are provided to give an indication of how the assessment criteria should be interpreted. **Candidates will need to expand and develop these examples and/or others further in order to pass the exam.**

For assessment criteria containing the command verbs state and outline, no examples have been given in the indicative content as these examples could provide possible answers for examination questions and for these criteria the examples do not need to be expanded further.

The document's purpose

For the candidate: to support the candidate's learning and understanding of the syllabus. Additional self-study or study via an accredited training provider is advised as the knowledge and understanding required to pass the examination is more than the detail provided in this document.

For the Accredited Provider: to support the development of learning and training materials to prepare candidates to take the PMQ assessment. Additional materials will need to be developed as the knowledge and understanding required to pass the examination is more than the detail provided in this document.

Learning Outcome	Assessment Criteria	Indicative Content
<p>1. Understand how organisations and projects are structured</p>	<p>1.1 differentiate between types of permanent and temporary organisation structures (including functional, matrix, and project)</p>	<p>The candidate should provide examples of how permanent and temporary organisation structures are different. The candidate should be able to demonstrate knowledge and understanding of functional, matrix and project organisations.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed and would need to provide relevant information demonstrating the differences between permanent and temporary organisation structures and the reasons for these differences.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Permanent structures have stable teams whereas temporary teams are set up only for specific initiatives. <p>Alternatively, questions could focus on functional, matrix and projectised structures, examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ A matrix structure provides a mix of temporary skilled resources to the project whereas a projectised structure contains a more permanent mix of skills. ■ Communication is more complex in a matrix structure than in a functional structure. ■ A projectised structure will provide a more variable amount of work than a functional structure.
	<p>1.2 explain the way in which an organisational breakdown structure is used to create a responsibility assignment matrix</p>	<p>The candidate should explain how a responsibility assignment matrix is created and how the organisational breakdown structure contributes to this creation.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the organisation breakdown structure and what it provides to support this activity.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed and would need to provide relevant information.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ When an organisational breakdown structure is combined with a work breakdown structure, it clarifies the roles against the tasks.

<p>1.3 explain the role and key responsibilities of the project manager</p>	<p>The candidate should explain the role of the project manager and provide examples of the key responsibilities of the project manager. The candidate should be able to demonstrate knowledge and understanding as to why these are important and the impact they would have on the project.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed and would need to provide relevant information explaining the role and key responsibilities of the project manager.</p> <p>Examples that could be expanded and developed further in an answer:</p> <p>Role: manage project to ensure successful delivery of outputs.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> ■ Create Project Management Plan ■ Motivate project team
<p>1.4 differentiate between the responsibilities of the project manager and the project sponsor throughout the project</p>	<p>The candidate should provide examples of how the responsibilities of the project manager and project sponsor are different throughout the project.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed and would need to provide relevant information demonstrating the differences between the responsibilities of the project manager and the project sponsor throughout the project and the reasons for these differences.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Project sponsor owns business case whereas project manager is responsible for delivery of outputs capable of achieving the business case benefits. ■ Project sponsor supports the project manager throughout the project life cycle whereas project manager focuses on the delivery of the project outputs.

<p>1.5 describe other roles within project management (including users, project team members, the project steering group/board and the product owner)</p>	<p>The candidate should describe roles within project management.</p> <p>The candidate should be able to demonstrate knowledge and understanding of users, project team members, the project steering group/board and the product owner.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed and would need to provide a relevant description of roles within project management in order to demonstrate knowledge and understanding.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Users: use the deliverable, provide the requirements, may act as subject matter expert. ■ Project team members: perform project tasks, report on progress, identify risks. ■ Project steering group/board: guide the project, review project reports, authorise business case. ■ Product owner: acts as on-site customer for iterative or agile projects, iteration planning, accepts incremental delivery.
<p>1.6 describe the functions and benefits of different types of project office (including project/programme/portfolio management office (PMO), embedded PMO, central PMO and hub-and-spoke PMO)</p>	<p>The candidate should describe the functions and benefits of different types of project office.</p> <p>The candidate should be able to demonstrate knowledge and understanding of project/programme/portfolio management office (PMO), embedded PMO, central PMO and hub-and-spoke PMO.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed and provide a relevant description of the functions and benefits in order to demonstrate knowledge and understanding.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ PMO functions: administrative support, collecting progress information, ownership of tools and techniques. ■ PMO benefits: frees up project manager's time. ■ Embedded PMO benefit: effective and reactive for the project/programme/portfolio that it supports. ■ Central PMO benefit: flexible and effective in supporting a large number of small projects. ■ Hub and Spoke PMO benefit: effective for managing information and processes.

	<p>1.7 explain why aspects of project management governance are required (such as the use of; policies, regulations, functions, processes, procedures and delegated responsibilities)</p>	<p>The candidate should explain why the various aspects of project management governance are required to support the delivery of projects.</p> <p>The candidate should be able to demonstrate knowledge and understanding of why these aspects are important.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed and would need to provide relevant information explaining why these aspects of project management governance are key.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Use of processes and procedures: standardises methods of working ■ Use of delegated responsibilities: clarifies roles and increases efficiency ■ Use of regulations: ensures conformance to standards and policies, facilitates full disclosure and reporting
<p>2. Understand project life cycles</p>	<p>2.1 differentiate between linear, iterative and hybrid life cycles</p>	<p>The candidate should provide examples of how linear, iterative and hybrid life cycles are different.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these different types of life cycle.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed and would need to provide relevant information demonstrating the differences between each life cycle type and the reasons for these differences.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ A linear life cycle is sequential whereas an iterative life cycle repeats one or more phases of a project life cycle. ■ A linear life cycle is suitable for more structured projects whereas an iterative life cycle is beneficial for evolving objectives or solutions.
	<p>2.2 explain why projects are structured as phases in a linear life cycle</p>	<p>The candidate should explain the reasons for structuring projects in phases within the linear life cycle.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these reasons.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed and would need to provide relevant information explaining why projects are structured in this way.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Appropriate focus on the work which is current. ■ Helps resource allocation across the project. ■ Facilitates management control by reviews of each phase.

<p>2.3 differentiate between a project life cycle and an extended life cycle</p>	<p>The candidate should provide examples of how a project life cycle and an extended life cycle are different</p> <p>The candidate should be able to demonstrate knowledge and understanding of these different types of life cycle.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed and would need to provide relevant information demonstrating the differences between each life cycle type and the reasons for these differences.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ A project life cycle contains the phases up to handover and closure, whereas an extended life cycle goes beyond the handover and closure phase encompassing the benefits realisation phase. ■ Within the project life cycle accountability for the output is handed over to the end user or client, whereas in the extended life cycle accountability for adoption of the output stays within the project until the change is fully embedded.
<p>2.4 outline the role of knowledge and information management to inform decision making</p>	<p>The candidate should be able to outline the role of knowledge management and information management, and how these would help in decision making.</p> <p>The candidate should respond to the question posed.</p>
<p>2.5 explain the benefits of conducting reviews throughout the life cycle (including decision gates, benefits reviews and audits)</p>	<p>The candidate should explain why conducting reviews throughout the life cycle is beneficial to the project and the organisation.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the various types of review and their benefits.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Reviews: held during the life of a project to ensure that various criteria, important at that point, are met. ■ Decision Gates: increased senior stakeholder involvement and agreement to move into the next phase of the life cycle. ■ Audits: provide independent assessment of compliance.
<p>2.6 explain why projects may close early</p>	<p>The candidate should explain reasons why projects may close early.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these circumstances.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ No longer aligned to business strategy. ■ Planned benefits no longer available. ■ Results of earlier work are not favourable.

<p>3. Understand the situational context of projects</p>	<p>3.1 differentiate between projects and business as usual (BAU)</p>	<p>The candidate should provide examples of how the characteristics of a project differ from those of business as usual.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these differences and the reasons for these.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Project is timebound whereas business as usual is ongoing. ■ Project is unique whereas business as usual is repetitive.
	<p>3.2 differentiate between project management, portfolio management and programme management</p>	<p>The candidate should provide examples of the characteristics of project management, programme management and portfolio management and how they differ from each other.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these characteristics, their differences and the reasons for these.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Project management is focused on delivery of specific objectives for change, whereas programme management is focused on achieving beneficial change. ■ Programme management is focused on co-ordination of projects and business as usual, whereas portfolio management is focused on an organisation's capacity to deliver. ■ Portfolio management is focused on the selection and prioritisation of projects and programmes to deliver strategic objectives, whereas project management is focused on delivery of change to achieve specific objectives.
	<p>3.3 outline the relationship between programmes, projects and strategic change</p>	<p>The candidate should be able to outline the characteristics of the relationship between programmes, projects and strategic change and outline the main points on which a decision would be made for either a project or a programme to be used to deliver a strategic change.</p> <p>The candidate should respond to the question posed.</p>

<p>3.4 describe situations where the use of programme management may be appropriate</p>	<p>The candidate should describe situations where the use of programme management is appropriate.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the characteristics and use of programme management.</p> <p>Examples are given below, it is not an exhaustive list. The candidate would need to respond to the question posed and provide a relevant description of situations when programme management may be appropriate in order to demonstrate knowledge and understanding.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Scope not fully defined. ■ Higher amount of uncertainty. ■ Complex set of dependencies and outputs.
<p>3.5 describe situations where the use of portfolio management may be appropriate</p>	<p>The candidate should describe situations where the use of portfolio management is appropriate.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the use of portfolio management.</p> <p>Examples are given below, it is not an exhaustive list. The candidate would need to respond to the question posed and provide a relevant description of situations when portfolio management may be appropriate in order to demonstrate knowledge and understanding.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Ensuring the business meets legislation. ■ Focus on moving into a new market. ■ Investment needs to be prioritised to align to strategy.

	<p>3.6 explain tools and techniques used to determine factors which influence and impact projects (including PESTLE, SWOT and VUCA)</p>	<p>The candidate should explain tools and techniques used to understand factors which could influence and impact projects.</p> <p>The candidate should be able to demonstrate knowledge and understanding of using PESTLE, SWOT and VUCA, explaining how each can help the project manager to determine factors that will influence and impact the project.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ PESTLE, refers to the Political, Economic, Sociological, Technical, Legal and Environmental influences that could impact the project e.g. Political - a change of government may impact how funding is acquired for some types of project. ■ SWOT, refers to understanding the Strengths, Weaknesses, Opportunities and Threats relating to the project. e.g. Strength – what are the strengths of the organisation? How will this influence/impact the project? ■ VUCA, refers to Volatility, Uncertainty, Complexity and Ambiguity relating to the project. e.g. Volatility – what is unstable about this project? For example, the price of materials.
	<p>3.7 explain the impact of the legal and regulatory environment on projects (such as the impact on working conditions, risk management, governance and sustainability)</p>	<p>The candidate should explain what kind of impact legal and regulatory factors have on a project.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these factors and the approaches the project would take to adhere to them.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Working conditions: creating the right working conditions for the project in accordance with legislation. ■ Risk management: regulation may require specific risks to be assessed or shared with nominated roles. ■ Governance: following processes and standards set by the organisation compliant with regulations.

<p>4. Understand communication within project management</p>	<p>4.1 explain the benefits, to a project, of a communication plan</p>	<p>The candidate should explain why having a communication plan is beneficial to a project.</p> <p>The candidate should be able to demonstrate knowledge and understanding of how the communication plan will help the project and the reasons why.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Enhances stakeholder engagement. ■ Ensures the right information is provided. ■ Clear timing for the message.
	<p>4.2 explain the relationship between stakeholder analysis and an effective communication management plan</p>	<p>The candidate should explain how stakeholder analysis is used to create and inform an effective communication management plan.</p> <p>The candidate should be able to demonstrate knowledge and understanding of how to identify and analyse the project's stakeholders and how this analysis and the understanding of the stakeholders' level of interest, power and attitude help inform effective communication.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ A stakeholder with high power, high interest and positive attitude to the project may need regular communication in order to keep them engaged and on side. ■ A stakeholder with low power, low interest and positive attitude to the project may need to be monitored and provided with some communication on an ad-hoc basis.
	<p>4.3 state factors which can positively or negatively affect communication</p>	<p>The candidate should be able to state factors that affect communication on a project and identify if they will enhance the communication or adversely affect the communication.</p> <p>The candidate should respond to the question posed.</p>
	<p>4.4 state sources of conflict within a project</p>	<p>The candidate should be able to state various sources of conflict between different stakeholders within different phases of a project life cycle.</p> <p>The candidate should respond to the question posed.</p>

	<p>4.5 explain ways in which conflict can be addressed (such as Thomas Kilmann Conflict Mode Instrument).</p>	<p>The candidate should explain different approaches which may be adopted to deal with conflict.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these approaches and the circumstances in which they would be appropriate.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Avoiding the conflict. ■ Accommodating the conflict. ■ Compromising.
	<p>4.6 explain how to plan and conduct negotiations (including ZOPA, BATNA and 'win-win')</p>	<p>The candidate should explain how negotiations are planned and how they are conducted.</p> <p>The candidate should be able to demonstrate knowledge and understanding of why it is important to plan for a negotiation and what should be considered during the planning activity and how to conduct a negotiation. The candidate should also be able to demonstrate knowledge and understanding of the terms ZOPA, BATNA and 'win-win' and their role in negotiations.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Own objectives, other party objectives, win-win scenarios and, your BATNA and ZOPA. ■ Example steps to consider when negotiating: ■ Propose: propose and discuss the 'deal' with the other party. ■ Agree: agreement should be sought and documented.
<p>5. Understand the principles of leadership and teamwork</p>	<p>5.1 explain how leadership impacts on team performance and motivation (using models such as Maslow, Herzberg and McGregor)</p>	<p>The candidate should explain how leadership has an effect on the project team's performance and motivation.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the styles and qualities of leadership and how various models can help the leader in improving team performance and motivation.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Maslow: using Maslow's hierarchy of needs the leader can identify which level of need the team member is seeking to address. ■ Herzberg: a good leader would be able to address "hygiene factors" for the individual.

<p>5.2 explain why it may be necessary to change leadership styles to effectively support the management of a project</p>	<p>The candidate should provide examples and explain why leadership styles may need to change during the lifetime of the project.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the circumstances where changing leadership styles would be necessary.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ To respond to a change. ■ To deal with uncertainty. ■ To get the best out of project team members.
<p>5.3 describe the characteristics and benefits of effective teams and teamwork</p>	<p>The candidate should describe the characteristics and benefits of effective teams and teamwork.</p> <p>The candidate should be able to demonstrate knowledge and understanding of effective teams and teamwork and provide a relevant description of the characteristics and benefits of these.</p> <p>Examples are given below, it is not an exhaustive list. The candidate would need to respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Characteristics of teams: clear roles and responsibilities, trust, open communication. ■ Benefits of teams: sense of purpose, good problem solving, increased productivity.
<p>5.4 explain factors which impact on the leadership of virtual teams</p>	<p>The candidate should explain the factors that can impact on how a virtual team is led.</p> <p>The candidate should be able to demonstrate knowledge and understanding of what needs to be considered when leading a virtual team, the impact of these factors and how the leader should address these.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Building trust can take longer with a virtual team; the leader will need to be aware of this and coordinate activities to help develop the trust. ■ Culture can be different across a virtual team; the leader will need to instil the right behaviours dealing with the various cultures as necessary.

	<p>5.5 explain factors which influence the creation, development and leadership of teams (using models such as Belbin, Margerison-McCann, Myers-Briggs, Hackman, Tuckman, Katzenbach and Smith)</p>	<p>The candidate should explain the factors that could be considered when creating, developing and leading a team.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the many factors that can be considered and how knowledge and use of various models can aid in influencing the creation, development and leadership of the team.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Belbin: understanding the roles played by each team member helps the leader to decide on the balanced makeup of the team, making it efficient. ■ Tuckman: by recognising how a project team may take time to mature into a performing team, the leader can accelerate the process by instigating team development activities.
<p>6. Understand planning for success</p>	<p>6.1 explain the importance of a business case throughout the project life cycle</p>	<p>The candidate should explain how the business case is used throughout the project life cycle and why this is important.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the business case and the reasons why it should be used throughout the life cycle.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Justifies the initial and continued investment in the project. ■ Reviewed at gate reviews to check the viability of the project. ■ As a contract between the project and the business so that stakeholders are clear on what benefits should be achieved once the project has delivered the outputs.
	<p>6.2 explain what is meant by benefits management (including identification, definition, planning, tracking and realisation)</p>	<p>The candidate should explain benefits management and the stages followed within this process: identification, definition, planning, tracking, realisation.</p> <p>The candidate should be able to demonstrate knowledge and understanding of benefits management and the reasons for each stage in the process.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Identification: recording project benefits which can be justified and measured. ■ Tracking: monitoring project benefits as the project moves from handover to business as usual.

<p>6.3 explain investment appraisal techniques used by a project manager (including Internal Rate of Return (IRR) and Net Present Value (NPV))</p>	<p>The candidate should explain what is meant by Internal Rate of Return and Net Present Value as investment appraisal techniques and the reasons for using them.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the techniques, circumstances where these techniques could be used and the benefits of using them.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Net Present Value: <ul style="list-style-type: none"> ■ A technique which uses the value of money across time to calculate the net return of a project over a period of time. ■ Benefits: Easy to use, takes into account value of money across time. ■ Internal Rate of Return: <ul style="list-style-type: none"> ■ A technique similar to Net Present Value, however it focuses on finding the discount value that will return a Net Present Value of zero. ■ Benefit: Takes into account value of money across time and allows easy comparison of different projects.
<p>6.4 explain an information management process (including collection, storage, curation, dissemination, archiving and the destruction of information)</p>	<p>The candidate should explain an information management process and the stages followed within this process: collection, storage, curation, dissemination, archive, destruction.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the reasons for each stage.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Collection – consider what information is required and who would provide this. ■ Dissemination – consider who needs the information and how it is distributed. ■ Archive – consider what information will need to be archived for the project, in what format and how long for.

<p>6.5 explain factors which would typically be reported on to help ensure successful project outcomes</p>	<p>The candidate should explain the factors that would be reported on to help ensure successful project outcomes.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the many factors that can be considered for reporting and why these would help ensure the success of the project</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Progress against the schedule: this would allow the stakeholders to understand how much the project is achieving and how this compares to the baseline plan. ■ Project actual spend against the planned spend: this would allow the stakeholders to understand how the project is performing against a set spend curve.
<p>6.6 explain the relationship between the deployment baseline and the development of a project management plan in linear and iterative life cycles</p>	<p>The candidate should explain how a deployment baseline is created as part of the development of the project management plan in a linear and an iterative life cycle.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the development of the project management plan and the relationship between its contents and the deployment baseline for the project in a linear and an iterative life cycle.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ The PMP details the who, how, when, where, what, how much and why. The deployment baseline details the scope, quality, resourced schedule and associated cost and is approved with the project manager. ■ For a linear life cycle: the deployment baseline is developed with a focus on fully developed scope and quality. ■ For an iterative life cycle: the deployment baseline is developed based on the resources and schedule available to the project.
<p>6.7 explain the importance of producing a project management plan</p>	<p>The candidate should explain why it is important to produce a project management plan for the project.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the project management plan and the benefits of having one for the project.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ To guide the project team. ■ To measure progress against the plan.

<p>6.8 describe the typical contents of a project management plan</p>	<p>The candidate should describe the typical contents of a project management plan for the project.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the key topics detailed within a project management plan.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Schedule: a timeline for project activities so that all stakeholders are clear on delivery timescales. ■ Risk Management Plan: how the project intends to manage the risks and opportunities inherent in the project in order to minimise threats and maximise opportunities. ■ Budget: the forecast costs of delivering the planned products of the project.
<p>6.9 explain approaches to producing estimates (including parametric, analogous, analytical and Delphi)</p>	<p>The candidate should explain how the various approaches are used to produce estimates for the project.</p> <p>The candidate should be able to demonstrate knowledge and understanding of parametric method, analogous method, analytical method, Delphi method, giving examples of their use and the benefits of using them.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Analogous method – use of metrics from previous comparative projects to inform the estimates for the project. ■ Analytical method – use of detailed breakdown of the scope of work with tasks being estimated at the lowest level and estimates rolled up to project level. ■ Delphi method – use of a set of experts to independently provide estimates for a task or project.
<p>6.10 explain the reasons for and benefits of re-estimating throughout the project life cycle</p>	<p>The candidate should explain why the project will need to be re-estimated throughout the project life cycle and explain the benefits of re-estimating.</p> <p>The candidate should be able to demonstrate knowledge and understanding of re-estimating the project, the reasons for re-estimating and the benefits of re-estimating.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Clarification of the scope: re-estimating, at this point, would help the project team to understand the impact of the clarification on budget and timescales. ■ Progress of the work not as expected: re-estimating, at this point, using the latest productivity data, would allow the project team to have a better understanding of the final out turn costs and associated timescale for the project.

6.11 explain the relationship between stakeholder analysis, influence and engagement	<p>The candidate should explain how stakeholder analysis supports stakeholder influence and engagement and the reasons for having good stakeholder influence and engagement in a project.</p> <p>The candidate should be able to demonstrate knowledge and understanding of stakeholder analysis and its relationship to stakeholder influence and engagement.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ A stakeholder analysed to have high power, high interest and negative attitude to the project may need intensive engagement from the project manager, and possibly the project sponsor, to try to change their attitude towards the project. ■ A stakeholder group analysed to have low power, high interest and positive attitude to the project may need regular engagement with just enough information to keep them onside.
6.12 explain the importance of managing stakeholder expectations to the success of the project	<p>The candidate should explain why it is important to the success of the project that stakeholder expectations are managed throughout the project life cycle.</p> <p>The candidate should be able to demonstrate knowledge and understanding of stakeholder management, the reasons for doing so throughout the project and its importance to project success.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ To ensure acceptance of the project outputs. ■ To get the appropriate level of support from the project sponsor.
6.13 explain why a project manager would use earned value management	<p>The candidate should explain reasons why a project manager would use earned value management.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the use of earned value management and the benefits of doing so.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Helps the project manager measure and understand accomplishment against the plan. ■ Enables trend analysis to support project control. ■ Enables understanding of performance variances against the plan.

<p>6.14 interpret earned value data (including variances and performance indexes)</p>	<p>The candidate should be able to interpret earned value data.</p> <p>The candidate should be able to demonstrate knowledge and understanding of earned value data and interpret calculations of variance and performance index for cost and schedule, including suggesting reasons for the situations suggested by the data.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ When cost variance is negative then the project is spending more than it is earning. ■ When schedule performance index is > 1 then the project is ahead of schedule.
<p>6.15 explain the benefits of using the interpretation of earned value data</p>	<p>The candidate should explain the benefits of using the interpreted earned value data.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the calculations, the earned value data and the benefits of using these.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Provides consistent reporting so that, at a senior management level, project progress can be compared across a set of projects. ■ Supports better forecasting against time and budget.
<p>6.16 explain the role of contingency planning in projects</p>	<p>The candidate should explain the role of contingency planning in projects.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the reasons why contingency planning is useful and how it supports the delivery of the project.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Budget contingency – a monetary allowance for dealing with uncertain events that have an impact on project costs. ■ Time contingency – a schedule allowance for dealing with uncertain events that have an impact on project timescale.

<p>7. Understand project scope management</p>	<p>7.1 Explain how to define scope in terms of outputs, outcomes and benefits (including use of product, cost and work breakdown structures)</p>	<p>The candidate should explain how to define the project scope in terms of outputs, outcomes and benefits.</p> <p>The candidate should be able to demonstrate knowledge and understanding of project scope and how it is defined using product, cost and work breakdown structures.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ A Product Breakdown Structure is used to identify the scope of what will be delivered. ■ A Work Breakdown Structure is used to capture the activities to be completed in order to deliver the project outputs, comprising scope.
	<p>7.2 explain how to establish scope through requirements management processes (such as gather, analysis, justifying requirements, and baseline needs)</p>	<p>The candidate should explain how the scope of the project is established and how the use of a requirements management process supports this activity.</p> <p>The candidate should be able to demonstrate knowledge and understanding of a requirements management process, the stages that it follows and how this helps to establish the scope of the project.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Gather requirements – collect requirements from the various project stakeholders. ■ Analyse requirements – assess the requirements, checking for gaps and conflicts. ■ Justify requirements – prioritise the requirement set, understanding the needs from the wants.
	<p>7.3 explain how to manage scope through configuration management processes (such as planning, identification, control, status accounting, and verification audit)</p>	<p>The candidate should explain how the use of a configuration management process supports the management of the project scope.</p> <p>The candidate should be able to demonstrate knowledge and understanding of a configuration management process, the stages that it follows and how this helps to manage the project scope.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Planning – defining the procedures and processes to follow for configuration management of the project and who is responsible for these activities. ■ Identification – breaking down the project into configurable items and giving each item a unique reference. ■ Control – ensuring that changes to the items are controlled.

	<p>7.4 explain different stages of a typical change control process (such as request, initial evaluation, detailed evaluation, recommendation, update plans, and implement)</p>	<p>The candidate should explain the different stages within a typical change control process.</p> <p>The candidate should be able to demonstrate knowledge and understanding of a typical change control process, the stages that it follows and the purpose of each stage.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Request – documenting the change in a change request, so that it is clear what the change is and who has requested the change. ■ Detailed Evaluation – the project team makes a detailed impact assessment of what would need to change as a result of the change request, including understanding the impact on the project success criteria.
<p>8. Understand schedule and resource optimisation</p>	<p>8.1 describe ways to create and maintain a schedule (including critical path, and Gantt charts)</p>	<p>The candidate should describe how to create and maintain a schedule for the project.</p> <p>The candidate should be able to demonstrate knowledge and understanding of creating and maintaining a project schedule, including describing the use of critical path and Gantt charts.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Critical path is created by understanding the logic of the project tasks and their dependencies, enabling a network to be determined with estimates of duration. ■ A Gantt chart provides visualisation of the tasks as bars on a timeline.
	<p>8.2 differentiate between critical path and critical chain as scheduling techniques</p>	<p>The candidate should provide examples of how a critical path scheduling technique differs from a critical chain scheduling technique.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these methods for scheduling the project, how they differ and the reasons for the differences.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Critical path scheduling places the emphasis on the activity, whereas critical chain scheduling places the emphasis on the resources. ■ Critical path scheduling keeps the float within the activity, whereas critical chain scheduling strips the float from each activity and keeps it as a buffer for a chain of activities.

	<p>8.3 describe how resources are categorised and allocated to a linear life cycle schedule</p>	<p>The candidate should describe examples of resources, how they are categorised and what needs to be considered when allocating the resources to the schedule in a linear life cycle.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the characteristics of resources and how they are allocated to meet the requirements of the project following a linear life cycle.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <p>Allocation can include: when resources are needed, how many resources are needed, cost of resource.</p> <p>Types of resources that could be considered are: human resources, materials and equipment.</p>
	<p>8.4 describe how resources are categorised and allocated to an iterative life cycle schedule</p>	<p>The candidate should describe examples of resources, how they are categorised and what needs to be considered when allocating the resources to the schedule in an iterative life cycle.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the characteristics of resources and how they are allocated to meet the requirements of the project following an iterative life cycle.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Allocation is based on: <ul style="list-style-type: none"> ■ When resources are needed. ■ How many resources are allocated to each time box. ■ The cost of resources. ■ Types of resources that could be considered are: <ul style="list-style-type: none"> ■ Human. ■ Materials. ■ Equipment.

<p>8.5 differentiate between resource smoothing and resource levelling</p>	<p>The candidate should provide examples of how resource smoothing differs from resource levelling.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these differences and the reasons for them.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Resource smoothing assumes that all resources are available whereas resource levelling has a fixed amount of resource available. ■ Resource smoothing protects the end date of the project whereas resource levelling may move the end date.
<p>8.6 differentiate between cost planning for iterative life cycles and cost planning for linear life cycles</p>	<p>The candidate should provide examples of how cost planning within an iterative life cycle differs from cost planning for linear life cycles.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these differences and the reasons for them.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ In a linear life cycle cost planning can vary and is influenced by the scope whereas in an iterative life cycle cost planning is fixed and the scope, features will vary to deliver features within the available costs. ■ In a linear life cycle funds will be released either for the whole life of the project or at the relevant decision gates, whereas in an iterative life cycle the release of funds may be more frequent as work is completed in short intervals.

<p>9. Understand project procurement</p>	<p>9.1 explain the purpose, typical content and importance of a procurement strategy</p>	<p>The candidate should explain the purpose and typical contents of a procurement strategy and its importance to a project.</p> <p>The candidate should be able to demonstrate knowledge and understanding of a procurement strategy, the reasons for following it, its typical contents and why it is important.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Purpose of procurement strategy: to ensure that the projects, programmes and portfolios within an organisation have the right resources. ■ Typical contents: ■ Make or buy decision – deciding on whether the goods or service can be made in house or bought from a supplier. ■ Payment mechanisms – deciding on how and when the supplier will be paid.
	<p>9.2 differentiate between different methods of supplier reimbursement (including fixed price, cost plus fee, per unit quantity, and target cost)</p>	<p>The candidate should provide examples of how methods of supplier reimbursement are different.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these differences for the following methods: fixed price, cost plus fee, per unit quantity, target cost, and the reasons for these differences.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ A fixed price reimbursement method works on an agreement of the fixed price upfront with the supplier based on a fixed scope for the project and the supplier being paid this price against the delivery from the supplier, whereas a cost plus fee method works on the buyer paying the supplier for the costs incurred on the task and an agreed fee to cover their margin. ■ A per unit quantity allows the buyer to agree a fixed price for "units" required for the project. However, the buyer might not know how many units are required and therefore the out turn costs for the project are still uncertain. Whereas in a fixed price project the supplier will quote their final price for the work and therefore gives the buyer certainty on their out turn costs.

<p>9.3 differentiate between different contractual relationships</p>	<p>The candidate should provide examples of how contractual relationships are different.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the differences between contractual relationship types, such as single and multiple contractual relationships, and the reasons for these differences.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ A project may use a single supplier route as this would be a simple interface to manage, whereas a project using a multiple supplier route would have a more complex set of interfaces to manage. ■ A project using a single supplier route may not get the best price available from the supplier, whereas they may get a more competitive price for the resources required from the multiple contractual relationship model.
<p>9.4 explain a supplier selection process</p>	<p>The candidate should explain the purpose of a supplier selection process and the stages within the process.</p> <p>The candidate should be able to demonstrate knowledge and understanding of a supplier selection process, the reasons for using it and the stages that it follows.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <p>Purpose of a process: to ensure fair play in the selection of a supplier.</p> <p>Stages of a process:</p> <ul style="list-style-type: none"> ■ Define the requirement. ■ Invitation to tender. ■ Evaluating the bids.

<p>10. Understand risk and issue management in the context of project management</p>	<p>10.1 explain each stage in a risk management process (such as identification, analysis, response, and closure)</p>	<p>The candidate should explain each stage in a risk management process.</p> <p>The candidate should be able to demonstrate knowledge and understanding of a risk management process, the stages that it follows and the reasons for these.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Risk identification – this stage identifies the risk events which could impact the project. ■ Risk analysis – this stage includes the assessment of each risk event. ■ Response – this stage considers the responses that could be put in place to deal with the risk event.
	<p>10.2 explain proactive and reactive responses to risk (such as avoid, reduce, transfer or accept and exploit, enhance, share and reject)</p>	<p>The candidate should explain responses to identified project threats and opportunities.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the responses to dealing with identified project risks (both threats and opportunities) and why these would be used.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Avoiding a project threat – a proactive response means the risk is eliminated by changing the source of the threat. ■ Accepting a project threat – a reactive response whereby the risk is accepted with a contingency plan to be implemented should the risk materialise.
	<p>10.3 explain the benefits of risk management</p>	<p>The candidate should explain how the use of a risk management process is beneficial to the project and the organisation.</p> <p>The candidate should be able to demonstrate knowledge and understanding of risk management and the benefits of it.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Increased stakeholder confidence. ■ More realistic plans. ■ Increased likelihood of project success.

	<p>10.4 explain the key aspects of issue management</p>	<p>The candidate should explain issue management, the reasons why this would be used on a project and its key aspects.</p> <p>The candidate should be able to demonstrate knowledge and understanding of the key aspects of issue management, the purpose of these key aspects and the reasons for them</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ To escalate to senior management. ■ To track issues to closure. ■ To assign actions where appropriate.
<p>11. Understand quality in the context of a project</p>	<p>11.1 explain what is meant by quality planning</p>	<p>The candidate should explain the purpose of quality planning for the project.</p> <p>The candidate should be able to demonstrate knowledge and understanding of quality planning and the reasons and benefits of doing this.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Reasons include: to drive output which is fit for purpose, to identify personnel involved. ■ Benefits include: enabling quality to be defined with quality activities planned and resourced.
	<p>11.2 differentiate between quality control and quality assurance</p>	<p>The candidate should provide examples of how quality control and quality assurance are different.</p> <p>The candidate should be able to demonstrate knowledge and understanding of these differences and the reasons for them.</p> <p>Examples are given below, it is not an exhaustive list. The candidate should respond to the question posed.</p> <p>Examples that could be expanded and developed further in an answer:</p> <ul style="list-style-type: none"> ■ Quality assurance is performed by a person independent of the project whereas quality control can be performed by a member of the project team. ■ Quality assurance activities can be done earlier in the project life cycle whereas quality control activities need project outputs to assess.

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