



Managing a Successful Project Using



Syllabus
2013

1. Introduction

The Managing Successful Projects with PRINCE2 manual provides guidance on the principles, processes and themes to use to manage projects in any environment.

This syllabus is based on the Managing Successful Projects with PRINCE2 manual issued in June 2009 by OGC and the TSO. It reflects both the Foundation and Practitioner levels of examination.

The primary purpose of the syllabus is to provide a basis for accreditation of people involved with PRINCE2. It documents the learning outcomes related to use of PRINCE2 and describes the requirements a candidate is expected to meet to demonstrate that these learning outcomes have been achieved at each qualification level.

The target audience for this document is:

- Exam Board
- Exam Panel
- Accredited Training Organizations.

This syllabus informs the design of the exams and provides accredited training organizations with a more detailed breakdown of what the exams will assess. Details of the exam structure and content are documented in the PRINCE2 Foundation and Practitioner Exam Designs.

2. Foundation Qualification

2.1 Purpose of the Foundation Qualification

The purpose of the Foundation qualification is to confirm that a candidate has sufficient knowledge and understanding of the PRINCE2 method to be able to work effectively with, or as a member of, a project management team working within an environment supporting PRINCE2. The Foundation qualification is also a pre-requisite for the Practitioner qualification.

2.2 Target Audience

This qualification is aimed at project managers and aspiring project managers. It is also relevant to other key staff involved in the design, development and delivery of projects, including: Project Board members (e.g. Senior Responsible Owners), Team Managers (e.g. Product Delivery Managers), Project Assurance (e.g. Business Change Analysts), Project Support (e.g. Project and Programme Office personnel) and operational line managers/staff.

2.3 High Level Performance Definition of a Successful Candidate

A candidate should understand the structure and key terminology of the method. Specifically the candidate should understand:-

- The characteristics and context of a project and the benefits of adopting PRINCE2
- The purpose of the PRINCE2 roles, management products and themes
- The PRINCE2 principles
- The purpose, objectives and context of the PRINCE2 processes.

3. Practitioner Qualification

3.1 Purpose of the Practitioner Qualification

The purpose of the Practitioner qualification is to confirm whether the candidate has achieved sufficient understanding of how to apply and tailor PRINCE2 in a scenario situation. A successful Practitioner candidate should, with suitable direction, be able to start applying the method to a real project but may not be sufficiently skilled to do this appropriately for all situations. Their individual project management expertise, complexity of the project and the support provided for the use of PRINCE2 in their work environment will all be factors that impact what the Practitioner can achieve.

3.2 Target Audience

This qualification is aimed at project managers and aspiring project managers. It is also relevant to other key staff involved in the design, development and delivery of projects, including: Project Board members (e.g. Senior Responsible Owners), Team Managers (e.g. Product Delivery Managers), Project Assurance (e.g. Business Change Analysts), Project Support (e.g. Project and Programme Office personnel) and operational line managers/staff.

3.3 High Level Performance Definition of a Successful Candidate

Candidates should be able to apply and understand how to tailor PRINCE2 effectively to a project within an organization environment supporting PRINCE2. Specifically candidates should:-

- Understand the relationships between the roles, management products, principles, themes, techniques and processes
- Be able to apply the principles, themes and processes to a project
- Be able to create and assess management products.

4. Learning Outcomes Assessment Model

A classification widely used when designing assessments for certification and education is the Bloom's Taxonomy of Educational Objectives. This classifies learning objectives into six ascending learning levels, each defining a higher degree of competencies and skills. (Bloom et al, 1956, Taxonomy of Educational Objectives).

AXELOS Limited have adapted this into a four-step variation of the Bloom's model – The AXELOS Limited Learning Outcomes Assessment Model which defines the standard for each qualification's Learning Outcome Assessment Model. The Model is used as a basis for classifying learning outcomes when developing exam qualification schemes and syllabi.

This structured approach helps to ensure:

- There is a clear delineation in learning level content between different qualification levels
- Learning outcomes are documented consistently across different manual areas
- Exam questions and papers are pitched appropriately and consistently for each of the learning levels.

4.1 PRINCE2 Learning Outcome Assessment Model

For PRINCE2 the four levels of learning outcomes are shown below. These learning outcomes are independent of the method used to assess whether a qualification level has been achieved.

| PRINCE2 Learning Outcomes Assessment Model | | | | |
|--|---|---|--|---|
| | 1. Knowledge | 2. Comprehension | 3. Application | 4. Analysis |
| Generic Definition from AXELOS Limited Learning Outcomes Assessment Model | Know key facts, terms and concepts from the manual/guidance | Understand key concepts from the manual/guidance | Be able to apply key concepts relating to the syllabus area for a given scenario | Be able to identify, analyse and distinguish between appropriate and inappropriate use of the method/guidance for a given scenario situation |
| PRINCE2 Learning Outcome Assessment Model | Know facts, including terms, concepts, principles, themes, processes, and responsibilities from the guidance. | Understand the principles, processes, themes, the project's environment and roles and can explain how these are applied on/are involved with a project. | Be able to: (i) Use the themes appropriately; (ii) Create the management products; (iii) Tailor the processes and themes appropriately for a given project scenario. | Be able identify, analyse and distinguish between appropriate and inappropriate use of the method through appraisal of completed products and planned or completed project events for a given project scenario. |

5. Syllabus Presentation

For each of the above learning levels, the syllabus defines the individual learning outcomes required for the qualification. Each learning outcome is then supported by a description of the requirements that a candidate is expected to meet to demonstrate that the learning outcome has been achieved at the qualification level indicated. These are shown as syllabus topics.

All Foundation level requirements are assumed to have been met for Practitioner level and are not directly assessed again, although Foundation level knowledge and understanding will be used when demonstrating Practitioner application and analysis learning outcomes.

Each of the subject areas is presented in a similar format as follows:

1. Syllabus area Unit of learning, e.g. chapter of the manual.
2. Learning Outcome
(topic header
shown in bold) A statement of what a candidate will be expected to know, understand or do.
3. Level Classification of the learning outcome against the AXELOS Limited Learning Outcomes Assessment Model.
4. Topic Description of what is required of the candidate to demonstrate that a learning outcome has been achieved at the qualification level indicated.

6. Syllabus Areas

| Syllabus Area Code | Syllabus Area Title |
|--------------------|--|
| OV | Overview , Principles and Tailoring PRINCE2 to the project environment |
| BC | Business Case theme |
| OR | Organization theme |
| QU | Quality theme |
| PL | Plans theme |
| RK | Risk theme |
| CH | Change theme |
| PG | Progress theme |
| SU | Starting up a Project process |
| DP | Directing a Project process |
| IP | Initiating a Project process |
| SB | Managing a Stage Boundary process |
| CS | Controlling a Stage process |
| MP | Managing Product Delivery process |
| CP | Closing a Project process |

With the exception of the quality review technique, the examples and techniques shown in shaded boxes throughout the PRINCE2 manual are not examined.

| Syllabus Area Code | | Syllabus Area : | Foundation | Practitioner | Primary Manual Reference |
|--|-------|---|------------|--------------|--------------------------|
| OV | | Overview, Principles and Tailoring PRINCE2 to the Project Environment | | | |
| Level | Topic | | | | |
| Know facts, terms and concepts relating to the overview , principles and tailoring PRINCE2 to the project environment. | | | | | |
| Specifically to recall the: | | | | | |
| 01 | 01 | Six aspects of project performance to be managed | ✓ | | 1.5.2 |
| 01 | 02 | Definition of a project | ✓ | | 1.3 |
| 01 | 03 | Four integrated elements of principles, themes, processes and the project environment upon which PRINCE2 is based | ✓ | | 1.5.3 |
| 01 | 04 | Customer/supplier context of a PRINCE2 project | ✓ | | 5.1 |
| Understand terms and concepts relating to the overview , principles and tailoring PRINCE2 to the project environment, and explain how these are applied on/are involved with a project. | | | | | |
| Specifically to identify the: | | | | | |
| 02 | 01 | Benefits of using PRINCE2 | ✓ | | 1.7 |
| 02 | 02 | Seven principles | ✓ | | 2 |
| 02 | 03 | Characteristics of a project | ✓ | | 1.3 |
| 02 | 04 | Difference between embedding and tailoring PRINCE2 | | ✓ | 19.1 |
| 02 | 05 | Context of a customer/supplier environment and how it affects the application of the themes, processes and management products within a project | | ✓ | 19.6 |

| Syllabus Area Code | | Syllabus Area : Business Case (BC) Theme | Foundation | Practitioner | Primary Manual Reference |
|--|-------|--|------------|--------------|---|
| Level | Topic | | | | |
| Know facts, terms and concepts relating to the Business Case theme. Specifically to recall the: | | | | | |
| 01 | 01 | Definition of a project output, an outcome, a benefit and a dis-benefit | ✓ | | 4.2.2, 4.3.4.4 |
| Understand how the Business Case theme relates to the principles; the approach to the treatment of this theme; how it is applied throughout the project life-cycle and the responsibilities involved. Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the Business Case theme | ✓ | | 4.1 |
| 02 | 02 | The purpose of a 1. Business Case 2. Benefits Review Plan | ✓ | | A.2.1 A.1.1 |
| 02 | 03 | The recommended composition of a 1. Business Case, and in which process(es) it is developed, verified, maintained and confirmed and which roles are responsible for this 2. Benefits Review Plan, and in which process(es) it is developed, used and reviewed and which roles are responsible for this | | ✓ | A.1.2, A.2.2, 4.3, 4.3.1-4, 12.4.4, 13.4.1-5, 14.4.7, 15.4.4-7, 17.4.3-4, 18.4.3-4, C/Table 4.1 |
| 02 | 04 | The relationship between a programme's business case and a project's Business Case | | ✓ | 4.3.1, 4.3.2, 4.3.3 |
| Be able to apply and tailor the relevant aspects of the Business Case theme to a project scenario, when creating products or making decisions related to this theme, in any or all of the processes. Specifically to: | | | | | |
| 03 | 01 | Identify appropriate information, using the recommended composition, for inclusion in the products listed in 0203 above | | ✓ | |
| 03 | 02 | Identify outputs, outcomes, benefits and dis-benefits | | ✓ | 4.2.2, 4.3.4.4 |
| Able to identify, analyse and distinguish between appropriate and inappropriate application of the Business Case theme throughout the life-cycle of a project scenario. Specifically to analyse: | | | | | |
| 04 | 01 | Whether the products listed in 0203 above, using the recommended composition, are fit for purpose, with reasons, and whether the appropriate roles have been involved in their development and maintenance throughout the life of a project | | ✓ | |

| Syllabus Area Code OR | | Syllabus Area : Organization (OR) Theme | Foundation | Practitioner | Primary Manual Reference |
|---|-------|---|------------|--------------|---|
| Level | Topic | | | | |
| Know facts, terms and concepts relating to the Organization theme. Specifically to recall the: | | | | | |
| 01 | 01 | Roles within the Organization theme | ✓ | | 5.3.2 |
| Understand how the Organization theme relates to the principles; the approach to the treatment of this theme; how it is applied throughout the project life-cycle and the responsibilities involved. Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the Organization theme | ✓ | | 5.1 |
| 02 | 02 | The three project interests and how these are represented within the three levels of the project management team structure | ✓ | | 5.2.5 5.3.2 |
| 02 | 03 | The responsibilities and characteristics of the role of the: <ul style="list-style-type: none"> 1. Project Board 2. Project Manager 3. Project Assurance 4. Change Authority 5. Team Manager 6. Project Support | ✓ | | 5.3.2.2 5.3.2.6 5.3.2.3 5.3.2.4 5.3.2.7 5.3.2.8 |
| 02 | 04 | What a stakeholder is | ✓ | | 5.2.5 |
| 02 | 05 | The purpose of the Communication Management Strategy | ✓ | | A.4.1, 5.3.5.3 |
| 02 | 06 | How the four levels of the project management structure apply to the process model | | ✓ | 5.3.1 |
| 02 | 07 | The relationship between the Communication Management Strategy and other products and themes | | ✓ | 5.3.2.2, 5.3.5.3, 8.3.5.5, 10.3.3.4, 13.4.5, 14.4.5, 14.4.6, 14.4.8, 15.4.6, 17.4.4, 18.4.5 |
| 02 | 08 | The recommended composition of a Communication Management Strategy, in which process(es) it is developed, used and reviewed and which roles are responsible for this | | ✓ | A.4.2, 5.3.5.3, 13.4.2-5, 14.4.4-6, 15.4.4-6, 17.4.2, 17.4.4, 18.4.4-5, C/Table 5.1 |
| Be able to apply and tailor the relevant aspects of the Organization theme to a project scenario, when creating products or making decisions related to this theme, in any or all of the processes. Specifically to: | | | | | |
| 03 | 01 | Identify an appropriate project management team structure and role descriptions, including acceptable role consolidations or sharing | | ✓ | 5.3.2, C |
| 03 | 02 | Identify appropriate information, using the recommended composition, for inclusion in a Communication Management Strategy | | ✓ | A.4.2 |

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|---|----|---|--|---|-----------------------------|
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the Organization theme throughout the life-cycle of a project scenario. Specifically to analyse: | | | | | |
| 04 | 01 | Whether the following products, using the recommended composition, are fit for purpose, with reasons, and whether the correct roles have been involved in their development and maintenance throughout the life of a project. Including: <ol style="list-style-type: none"> 1. Project management team structure 2. Communication Management Strategy | | ✓ | 5.3.2, C/Table 5.1 A.4.2 |

| Syllabus Area Code | | Syllabus Area : Quality (QU) Theme | Foundation | Practitioner | Primary Manual Reference |
|--|-------|--|------------|--------------|---|
| Level | Topic | | | | |
| Know facts, terms and concepts relating to the Quality theme. Specifically to recall the: | | | | | |
| 01 | 01 | Recall the recommended quality review team roles | ✓ | | 6.3.2.1 |
| Understand how the Quality theme relates to the principles; the approach to the treatment of this theme; how it is applied throughout the project life-cycle and the responsibilities involved. Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the Quality theme | ✓ | | 6.1 |
| 02 | 02 | The difference between quality assurance and Project Assurance | ✓ | | 6.2.6 Tab 6.1 |
| 02 | 03 | The objectives of the quality review technique | ✓ | | 6.3.2.1 |
| 02 | 04 | The difference between quality planning, quality control and quality assurance | ✓ | | 6.3.1, 6.3.2, 6.2.6 |
| 02 | 05 | The difference between customer's quality expectations and acceptance criteria | ✓ | | 6.3.1.1, 6.3.1.2 |
| 02 | 06 | The purpose of a: <ul style="list-style-type: none"> 1. Project Product Description 2. Product Description 3. Quality Register 4. Quality Management Strategy | ✓ | | A.21.1 A.17.1 A.23.1 A.22.1 |
| 02 | 07 | The PRINCE2 approach to quality - quality audit trail | | ✓ | 6.3 |
| 02 | 08 | The recommended composition of a <ul style="list-style-type: none"> 1. Project Product Description 2. Product Description 3. Quality Register 4. Quality Management Strategy and in which process(es) they are developed, used and reviewed and which roles are responsible for this | | ✓ | A.21.2, A.17.2, A.22.2, A.23.2, 6.3.1.4, 6.3.1.5, 12.4.4-5, 13.4.1, 13.4.2, 13.4.3, 14.4.3-6, 14.4.6, 15.4.1, 15.4.1-5, 16.4.1-3, 17.4.1, 17.4.2, 17.4.4-5, 18.4.1, 18.4.4-5, C/Table 6.3 |

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|---|----|---|---|--|
| Be able to apply and tailor the relevant aspects of the Quality theme to a project scenario, when creating products or making decisions related to this theme, in any or all of the processes. | | | | |
| Specifically to: | | | | |
| 03 | 01 | Identify appropriate information, using the recommended composition, for inclusion in the products listed in 0208 above | ✓ | |
| 03 | 02 | Identify appropriate actions and responsibilities when applying the quality review technique to a given product | ✓ | 6.3.2.1 |
| 03 | 03 | Identify appropriate actions and responsibilities when applying quality planning and quality control to a given project | ✓ | 6.3.1, 6.3.2 |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the Quality theme throughout the life-cycle of a project scenario. | | | | |
| Specifically to analyse: | | | | |
| 04 | 01 | Whether the products listed in 0208 above, using the recommended composition, are fit for purpose, with reasons, and whether the appropriate roles have been involved in their development and maintenance throughout the life of a project | ✓ | |
| 04 | 02 | Use of the quality review technique for a given product | ✓ | 6.3.2.1 |
| 04 | 03 | Whether quality planning activities have been, or are scheduled to be, undertaken appropriately during the execution of a project, with reasons, and whether the appropriate roles have been involved. Including: <ul style="list-style-type: none"> Understanding and documenting the customer's quality expectations and the project's acceptance criteria in the Project Product Description Formulating a Quality Management Strategy and setting up a Quality Register | ✓ | 6.3.1 6.3.1.1 6.3.1.2 6.3.1.3 6.3.1.4 6.3.1.6 |
| 04 | 04 | Whether quality control activities have been, or are scheduled to be, undertaken appropriately during the execution of a project, with reasons, and whether the appropriate roles have been involved. Including: <ul style="list-style-type: none"> Carrying out the quality methods Maintaining quality and approval records Gaining acceptance | ✓ | 6.3.2 6.3.2.1 6.3.2.2 6.3.2.3 6.3.2.4 |

| Syllabus Area Code | | Syllabus Area : Plans (PL) Theme | Foundation | Practitioner | Primary Manual Reference |
|--|-------|--|------------|--------------|---|
| PL | | | | | |
| Level | Topic | | | | |
| Know the facts, terms and concepts relating to the Plans theme. Specifically to recall the: | | | | | |
| 01 | 01 | Levels of plan recommended by PRINCE2 | ✓ | | 7.2.3 |
| 01 | 02 | Four tasks of product-based planning | ✓ | | 7.3.3 |
| Understand how the Plans theme relates to the principles; the approach to the treatment of this theme; how it is applied throughout the project life-cycle and the responsibilities involved. Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the Plans theme | ✓ | | 7.1 |
| 02 | 02 | The levels of plans, their purpose and the interrelationship between the: 1. Project Plan 2. Stage Plans 3. Team Plans 4. Exception Plan | ✓ | | 7.2.3-7 |
| 02 | 03 | The tasks within the product-based planning technique | ✓ | | 7.3.3.1-4 App D |
| 02 | 04 | The recommended composition of a Plan, in which process(es) it is developed, used and reviewed, and which roles are responsible for this | | ✓ | A.16.2, 7.2.3, 7.3.3-7.3.8, 12.4.6, 13.4.1-13.4.3, 13.4.5, 14.4.6, 14.4.7, 15.4.1-8, 16.4.1-3, 17.4.4, 18.4.1, C/ Table 7.1 |
| Be able to apply and tailor the relevant aspects of the Plans theme to a project scenario, when creating products or making decisions related to this theme, in any or all of the processes. Specifically to: | | | | | |
| 03 | 01 | Identify appropriate information, using the recommended composition, for inclusion in a Plan (excluding the schedule) | | ✓ | A.16.2, 7.3.3-7.3.8 |
| 03 | 02 | Identify the appropriate actions and responsibilities when applying the product-based planning technique, including the creation of Product Descriptions, a product breakdown structure and a product flow diagram | | ✓ | 7.3.3.1-4, D |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the Plans theme throughout the life-cycle of a project scenario. Specifically to analyse: | | | | | |
| 04 | 01 | Whether a Plan (excluding the schedule), using the recommended composition, is fit for its purpose, with reasons, and whether the appropriate roles have been involved in its development and maintenance throughout the life of a project | | ✓ | A.16.2, 7.3.3-7.3.8, C/Table 7.1 |
| 04 | 02 | Whether the Product-based planning technique has been applied appropriately. This should include analysing the appropriate application of Product Descriptions, a product breakdown structure and a product flow diagram, with reasons | | ✓ | 7.3.3.1-4, D |

| Syllabus Area Code RK | | Syllabus Area : Risk (RK) Theme | Foundation | Practitioner | Primary Manual Reference |
|---|-------|--|------------|--------------|--|
| Level | Topic | | | | |
| Know facts, terms and concepts relating to the Risk theme. Specifically to recall the: | | | | | |
| 01 | 01 | The definition of a risk and the difference between a threat and an opportunity | ✓ | | 8.2.1 |
| 01 | 02 | The recommended risk response types and whether they are used to respond to a threat or an opportunity. | ✓ | | Fig 8.7, Tab 8.2 |
| 01 | 03 | The difference between a risk owner and a risk actionee | ✓ | | 8.3.5.4 |
| Understand how the Risk theme relates to the principles; the approach to the treatment of this theme; how it is applied throughout the project life-cycle and the responsibilities involved. Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the Risk theme | ✓ | | 8.1 |
| 02 | 02 | The steps within the recommended risk management procedure. This should include: <ul style="list-style-type: none"> Identify the context and therefore the influences on a project's Risk Management Strategy Identify the threats and opportunities that may affect a project's objectives Estimate risks to assess their probability, impact and proximity Evaluate the net effect of all risks on a project when aggregated together Plan risk management responses Implement planned risk management responses, identifying an appropriate risk owner and/or risk actionee Communicate information related to risks, both within the project and externally to stakeholders | ✓ | | 8.3.5 8.2.2 8.3.5.1 8.2.1 8.3.5.2 8.3.5.3 8.3.5.4 8.3.5.5 |
| 02 | 03 | The purpose of a risk budget | ✓ | | 8.3.6 |
| 02 | 04 | The risk probability, risk impact and risk proximity | ✓ | | 8.3.5.2 |
| 02 | 05 | The difference between cause, event and effect when expressing a risk | ✓ | | 8.3.5.1 |
| 02 | 06 | The purpose of a: <ol style="list-style-type: none"> Risk Management Strategy Risk Register | ✓ | | A.24.1 A.25.1 |
| 02 | 07 | The concept of risk appetite and risk tolerance | ✓ | | 8.3.2, 8.3.3 |
| 02 | 08 | The recommended composition of a <ol style="list-style-type: none"> Risk Management Strategy Risk Register and in which process(es) they are developed, used and reviewed, and which roles are responsible for this | | ✓ | A.24.2, A.25.2, 8.3.3-4, 13.4.2, 13.4.5, 14.4.1-7, 15.4.1-2, 15.4.4-8, 16.4.1, 17.4.1-5, 18.4.3-5, C/Table 8.2 & 8.3 |
| 02 | 09 | The concept of inherent, secondary and residual risks | | ✓ | 8.3.5.3 |

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|---|----|---|--|---------------------------|
| Be able to apply and tailor the relevant aspects of the Risk theme to a project scenario, when creating products or making decisions related to this theme, in any or all of the processes. Specifically to: | | | | |
| 03 | 01 | Identify appropriate information, using the recommended composition, for inclusion in the products listed in 0208 above | | ✓ |
| 03 | 02 | Identify the appropriate actions and responsibilities when applying the steps within the recommended risk management procedure, as listed in 0202 above | | ✓ 8.3.5 C/Table 8.2 & 8.3 |
| 03 | 03 | Identify primary and secondary risks and estimate inherent and residual risks | | ✓ 8.3.5.3 |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the Risk theme throughout the life-cycle of a project scenario. Specifically to analyse: | | | | |
| 04 | 01 | Whether the products listed in 0208 above, using the recommended composition, are fit for purpose, with reasons, and whether the appropriate roles have been involved in their development and maintenance throughout the life of a project | | ✓ |
| 04 | 02 | Whether activities undertaken during the execution of the recommended risk management procedure (listed in 0202 above) are appropriate, with reasons, and whether the appropriate roles have been involved | | ✓ 8.3.5 C/Table 8.2 & 8.3 |

| Syllabus Area Code CH | | Syllabus Area : Change (CH) Theme | Foundation | Practitioner | Primary Manual Reference |
|---|-------|--|------------|--------------|--|
| Level | Topic | | | | |
| Know facts, terms and concepts relating to the Change theme. Specifically to recall the: | | | | | |
| 01 | 01 | Three types of issue | ✓ | | 9.2.4, Tab 9.1 |
| 01 | 02 | Five typical activities of configuration management | ✓ | | 9.3.2 |
| Understand how the Change theme relates to the principles; the approach to the treatment of this theme; how it is applied throughout the project life-cycle and the responsibilities involved. Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the Change theme | ✓ | | 9.1 |
| 02 | 02 | The purpose of a change budget | ✓ | | 9.3.1.1 |
| 02 | 03 | The purpose of a: <ul style="list-style-type: none"> 1. Configuration Management Strategy 2. Configuration Item Record 3. Issue Report 4. Issue Register 5. Product Status Account | ✓ | | A.6.1 A.5.1 A.13.1/2 A.12.1/2 A.18.1 |
| 02 | 04 | The steps in the recommended issue and change control procedure | ✓ | | 9.3.3, 9.3.3.1-5 |
| 02 | 05 | In which process(es) issues are captured and managed, and which roles are responsible | | ✓ | SU, 15.4.6-8, C/Table 9.2 and 9.3 |
| 02 | 06 | In which process(es) a change budget and a Change Authority are agreed and which roles are responsible | | ✓ | 14.4.2, 13.4.2, C.1.1 |
| 02 | 07 | The recommended composition of a: <ul style="list-style-type: none"> 1. Configuration Management Strategy 2. Configuration Item Record 3. Issue Report 4. Issue Register 5. Product Status Account and in which process(es) they are developed, used and reviewed, and which roles are responsible for this | | ✓ | A.6.2 A.5.2 A.13.2 A.12.2 A.18.2 9.3.1, 14.4.2, 14.4.6, 15.4.1-4, 15.4.6-8, 16.4.2, 17.4.1-3, 17.4.5, 18.4.2-5, C/Table 9.2 and 9.3 |

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|--|----|---|---|---|
| Be able to apply and tailor the relevant aspects of the Change theme to a project scenario, when creating products or making decisions related to this theme, in any or all of the processes. | | | | |
| Specifically to: | | | | |
| 03 | 01 | Identify appropriate information, using the recommended composition, for inclusion in the products listed in 0207 above | ✓ | |
| 03 | 02 | Identify the appropriate type for a given issue | ✓ | 9.2.4 |
| 03 | 03 | Identify the appropriate actions and responsibilities when applying the recommended issue and change control procedure | ✓ | 9.3.3 |
| 03 | 04 | Identify appropriate resource(s) for the role of Change Authority | ✓ | 9.3.1.1, C.8 |
| 03 | 05 | Identify the appropriate actions and responsibilities when applying the typical activities of configuration management | ✓ | 9.3.2 |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the Change theme throughout the life-cycle of a project scenario. | | | | |
| Specifically to analyse: | | | | |
| 04 | 01 | Whether the products listed in 0207 above, using the recommended composition, are fit for purpose, with reasons, and whether the appropriate roles have been involved in their development and maintenance throughout the life of a project | ✓ | |
| 04 | 02 | Whether activities undertaken during the execution of the recommended issue and change control procedure are appropriate, with reasons, and whether the appropriate roles have been involved. Including activities associated with: <ul style="list-style-type: none"> • Capturing and analyzing to determine the type of issue and whether it can be managed informally or formally • Examining an issue to determine its impact • Proposing a course of action • Deciding on appropriate course of action • Implementing agreed action | ✓ | 9.3.3 9.3.3.1 9.3.3.2 9.3.3.3 9.3.3.4 9.3.3.5 C/Table 9.2 and 9.3 |
| 04 | 03 | Whether the typical activities of configuration management have been undertaken appropriately, with reasons, and whether the appropriate roles have been involved. Including activities associated with: <ul style="list-style-type: none"> • Planning what level of configuration management is required • Identifying configuration items • Controlling configuration items • Status accounting • Verifying and auditing configuration items | ✓ | 9.3.2 C/Table 9.2 and 9.3 |

| Syllabus Area Code PG | | Syllabus Area : Progress (PG) Theme | Foundation | Practitioner | Primary Manual Reference |
|---|-------|---|------------|--------------|---|
| Level | Topic | | | | |
| Know facts, terms and concepts relating to the Progress theme. Specifically to recall the: | | | | | |
| 01 | 01 | Lines of authority and reporting between the four levels of management | ✓ | | 10.3.1.1, 10.3.3.4 |
| Understand how the Progress theme relates to the principles; the approach to the treatment of this theme; how it is applied throughout the project life-cycle and the responsibilities involved. Specifically to identify: | | | | | |
| 02 | 01 | The difference between event-driven and time-driven controls | ✓ | | 10.3.3 |
| 02 | 02 | The purpose of the Progress theme | ✓ | | 10.1 |
| 02 | 03 | The concept of management stages and the difference between management and technical stages | ✓ | | 10.3.2, 10.3.2.3 |
| 02 | 04 | The factors to consider in identifying management stages | ✓ | | 10.3.2.1 - 3 |
| 02 | 05 | Tolerance(s): when and how tolerances are set and exceptions reported, in which management products tolerances are documented and how management by exception applies to the different levels of management | ✓ | | 10.2.3, 10.3.1.1, 10.3.4 |
| 02 | 06 | The purpose of a: 1. Daily Log 2. Lessons Log 3. Work Package | ✓ | | A.7.1 A.14.1 A.26.1 |
| 02 | 07 | The purpose of a: 1. End Stage Report 2. End Project Report 3. Lessons Report | ✓ | | A.9.1 A.8.1 A.15.1 |
| 02 | 08 | The purpose of a: 1. Checkpoint Report 2. Highlight Report 3. Exception Report | ✓ | | A.3.1 A.11.1 A.10.1 |
| 02 | 09 | The recommended composition of a: 1. Work Package 2. Lessons Log 3. Checkpoint Report 4. Highlight Report 5. End Stage Report 6. Exception Report 7. End Project Report 8. Lessons Report and in which process(es) they are developed, used and reviewed, and which roles are responsible for this | | ✓ | A.26.2 A.14.2 A.3.2 A.11.2 A.9.2 A.10.2 A.8.2 A.15.2 15.4.1-2, 16.4.1-2, 12.4.2, 15.4.5 13.4.3-5, 17.4.4 15.4.7, 18.4.4, C/Table 10.2 |

| | | | | |
|--|----|---|---|--|
| Be able to apply and tailor the relevant aspects of the Progress theme to a project scenario, when creating products or making decisions related to this theme, in any or all of the processes. | | | | |
| Specifically to: | | | | |
| 03 | 01 | Identify appropriate information, using the recommended composition, for inclusion in the products listed in 0209 above | ✓ | |
| 03 | 02 | Identify the appropriate actions and responsibilities when applying the concept of management by exception | ✓ | 2.5, 10.2.3, 10.3.1, 10.3.1.1, 10.3.4, Tab 10.1 |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the Progress theme throughout the life-cycle of a project scenario. | | | | |
| Specifically to analyse: | | | | |
| 04 | 01 | Whether the products listed in 0209 above, using the recommended composition, are fit for purpose, with reasons, and whether the appropriate roles have been involved in their development and maintenance throughout the life of a project | ✓ | |
| 04 | 02 | Whether activities undertaken to manage by exception during the execution of the project were applied appropriately, with reasons, and whether the appropriate roles have been involved. | ✓ | 2.5, 10.2.3, 10.3.1, 10.3.1.1, 10.3.4, C/Table 10.1 & 10.2 |

| Syllabus Area Code | | Syllabus Area : | Foundation | Practitioner | Primary Manual Reference |
|--|-------|--|------------|--------------|--|
| SU | | Starting up a Project (SU) Process | | | |
| Level | Topic | | | | |
| Understand the SU process and how it can be applied and tailored on a project. | | | | | |
| Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the SU process | ✓ | | 12.1 |
| 02 | 02 | The objectives of the SU process | ✓ | | 12.2 |
| 02 | 03 | The context of the SU process | ✓ | | 12.3 |
| 02 | 04 | The purpose of a Project Brief | ✓ | | A.19.1 |
| 02 | 05 | The following activities within the SU process and the responsibilities within them: <ul style="list-style-type: none"> Appointing the Executive and the Project Manager Capturing previous lessons Designing and appointing the project management team Preparing the outline Business Case Selecting the project approach and assembling the Project Brief Planning the initiation stage | | ✓ | 12.4.1 12.4.2 12.4.3 12.4.4 12.4.5 12.4.6 |
| 02 | 06 | How the seven themes may be applied within the SU process | | ✓ | 12 |
| 02 | 07 | The recommended composition of a Project Brief and in which process(es) it is developed, used and reviewed, and which roles are responsible | | ✓ | A.19.2, 12.4.5,-6, 13.4.1, 14.4.1-8 |
| Be able to apply the SU process, tailoring the recommended activities and actions where appropriate, to a project scenario. | | | | | |
| Specifically to: | | | | | |
| 03 | 01 | Identify appropriate information, using the recommended composition, for inclusion in the Project Brief | | ✓ | A.19.2 |
| 03 | 02 | Identify the recommended SU process actions when carrying out the activities listed in 0205 above | | ✓ | 12.4 |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the SU process to a project scenario. | | | | | |
| Specifically to analyse: | | | | | |
| 04 | 01 | Whether the Project Brief, using the recommended composition, is fit for its purpose, with reasons, and whether the appropriate roles have been involved in its development and maintenance throughout the SU process | | ✓ | A.19.2, 12.4 |
| 04 | 02 | Whether the recommended SU process actions have been undertaken appropriately, with reasons, and whether the appropriate roles have been involved when carrying out the activities listed in 0205 above | | ✓ | 12.4 |

| Syllabus Area Code | | Syllabus Area : | Foundation | Practitioner | Primary Manual Reference |
|---|-------|---|------------|--------------|--|
| DP | | Directing a Project (DP) Process | | | |
| Level | Topic | | | | |
| Understand the DP process and how it can be applied and tailored on a project. Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the DP process | ✓ | | 13.1 |
| 02 | 02 | The objectives of the DP process | ✓ | | 13.2 |
| 02 | 03 | The context of the DP process | ✓ | | 13.3 |
| 02 | 04 | The following activities within the DP process and the responsibilities within them: <ul style="list-style-type: none"> • Authorizing initiation • Authorizing the project • Authorizing a Stage or Exception Plan • Giving ad hoc direction • Authorizing project closure | | ✓ | 13.4.1 13.4.2 13.4.3 13.4.4 13.4.5 |
| 02 | 05 | How the seven themes may be applied within the DP process | | ✓ | 13 |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the DP process to a project scenario. Specifically to analyse: | | | | | |
| 04 | 01 | Whether the recommended DP process actions have been undertaken appropriately, with reasons, and whether the appropriate roles have been involved when carrying out the activities listed in 0204 above | | ✓ | 13.4 |

| Syllabus Area Code | | Syllabus Area : | Foundation | Practitioner | Primary Manual Reference |
|---|-------|---|------------|--------------|--|
| IP | | Initiating a Project (IP) Process | | | |
| Level | Topic | | | | |
| Understand the IP process and how it can be applied and tailored on a project. Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the IP process | ✓ | | 14.1 |
| 02 | 02 | The objectives of the IP process | ✓ | | 14.2 |
| 02 | 03 | The context of the IP process | ✓ | | 14.3 |
| 02 | 04 | The purpose of a Project Initiation Documentation (PID) | ✓ | | A.20.1 |
| 02 | 05 | The following activities within the IP process and the responsibilities within them: <ul style="list-style-type: none"> • Preparing the Risk Management Strategy • Preparing the Configuration Management Strategy • Preparing the Quality Management Strategy • Preparing the Communication Management Strategy • Setting up the project controls • Create the Project Plan • Refining the Business Case • Assembling the Project Initiation Documentation | | ✓ | 14.4.1 14.4.2 14.4.3 14.4.4 14.4.5 14.4.6 14.4.7 14.4.8 |
| 02 | 06 | How the seven themes may be applied within the IP Process | | ✓ | 14 |
| 02 | 07 | The recommended composition of the Project Initiation Documentation, and in which process(es) it is developed, used and reviewed, and which roles are responsible | | ✓ | A.20.2, |
| Be able to apply the IP process, tailoring the recommended activities and actions where appropriate, to a project scenario. Specifically to: | | | | | |
| 03 | 01 | Identify the recommended IP process actions when carrying out the activities listed in 0205 above | | ✓ | 14.4 |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the IP process to a project scenario. Specifically to analyse: | | | | | |
| 04 | 01 | Whether the Project Initiation Documentation, using the recommended composition, is fit for its purpose, with reasons, and whether the appropriate roles have been involved in its development and maintenance throughout the IP process | | ✓ | A.20.2, 14.4 |
| 04 | 02 | Whether the recommended IP process actions have been undertaken appropriately, with reasons, and whether the appropriate roles have been involved when carrying out the activities listed in 0205 above | | ✓ | 14.4 |

| Syllabus Area Code | | Syllabus Area : | Foundation | Practitioner | Primary Manual Reference |
|--|-------|---|------------|--------------|--|
| CS | | Controlling a Stage (CS) Process | | | |
| Level | Topic | | | | |
| Understand the CS process and how it can be applied and tailored on a project. | | | | | |
| Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the CS process | ✓ | | 15.1 |
| 02 | 02 | The objectives of the CS process | ✓ | | 15.2 |
| 02 | 03 | The context of the CS process | ✓ | | 15.3 |
| 02 | 04 | The following activities within the CS process and the responsibilities within them: <ul style="list-style-type: none"> • Authorizing a Work Package • Reviewing Work Package status • Receiving completed Work Packages • Reviewing the stage status • Reporting Highlights • Capturing and examining issue and risks • Escalating issues and risks • Taking corrective action | | ✓ | 15.4.1 15.4.2 15.4.3 15.4.4 15.4.5 15.4.6 15.4.7 15.4.8 |
| 02 | 05 | How the seven themes may be applied within the CS process | | ✓ | 15 |
| Be able to apply the CS process, tailoring the recommended activities and actions where appropriate, to a project scenario. | | | | | |
| Specifically to: | | | | | |
| 03 | 01 | Identify the recommended CS process actions when carrying out the activities listed in 0204 above | | ✓ | 15.4 |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the CS process to a project scenario. | | | | | |
| Specifically to analyse: | | | | | |
| 04 | 01 | Whether the recommended CS process actions have been undertaken appropriately, with reasons, and whether the appropriate roles have been involved when carrying out the activities listed in 0204 above | | ✓ | 15.4 |

| Syllabus Area Code | | Syllabus Area : | Foundation | Practitioner | Primary Manual Reference |
|---|-------|--|------------|--------------|----------------------------|
| MP | | Managing Product Delivery (MP) Process | | | |
| Level | Topic | | | | |
| Understand the MP process and how it can be applied and tailored on a project. Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the MP process | ✓ | | 16.1 |
| 02 | 02 | The objectives of the MP process | ✓ | | 16.2 |
| 02 | 03 | The context of the MP process | ✓ | | 16.3 |
| 02 | 04 | The following activities within the MP process and the responsibilities within them: <ul style="list-style-type: none"> Accepting a Work Package Executing a Work Package Delivering a Work Package | | ✓ | 16.4.1 16.4.2 16.4.3 |
| 02 | 05 | How the seven themes may be applied within the MP process | | ✓ | 16 |
| Be able to apply the MP process, tailoring the recommended activities and actions where appropriate, to a project scenario. Specifically to: | | | | | |
| 03 | 01 | Identify the recommended MP process actions when carrying out the activities listed in 0204 above | | ✓ | 16.4 |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the MP process to a project scenario. Specifically to analyse: | | | | | |
| 04 | 01 | Whether the recommended MP process actions have been undertaken appropriately, with reasons, and whether the appropriate roles have been involved when carrying out the activities listed in 0204 above | | ✓ | 16.4 |

| Syllabus Area Code SB | | Syllabus Area : Managing a Stage Boundary (SB) Process | Foundation | Practitioner | Primary Manual Reference |
|---|-------|---|------------|--------------|--|
| Level | Topic | | | | |
| Understand the SB process and how it can be applied and tailored on a project. Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the SB process | ✓ | | 17.1 |
| 02 | 02 | The objectives of the SB process | ✓ | | 17.2 |
| 02 | 03 | The context of the SB process | ✓ | | 17.3 |
| 02 | 05 | The following activities within the SB process and the responsibilities within them: <ul style="list-style-type: none"> • Planning the next stage • Updating the Project Plan • Updating the Business Case • Reporting stage end • Producing an Exception Plan | | ✓ | 17.4.1 17.4.2 17.4.3 17.4.4 17.4.5 |
| 02 | 04 | How the seven themes may be applied within the SB process | | ✓ | 17 |
| Be able to apply the SB process, tailoring the recommended activities and actions where appropriate, to a project scenario. Specifically to: | | | | | |
| 03 | 01 | Identify the recommended SB process actions when carrying out the activities listed in 0205 above | | ✓ | 17.4 |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the SB process to a project scenario. Specifically to analyse: | | | | | |
| 04 | 01 | Whether the recommended SB process actions have been undertaken appropriately, with reasons, and whether the appropriate roles have been involved when carrying out the activities listed in 0205 above | | ✓ | 17.4 |

| Syllabus Area Code | | Syllabus Area : | Foundation | Practitioner | Primary Manual Reference |
|---|-------|--|------------|--------------|--|
| CP | | Closing a Project (CP) Process | | | |
| Level | Topic | | | | |
| Understand the CP process and how it can be applied and tailored on a project. Specifically to identify: | | | | | |
| 02 | 01 | The purpose of the CP process | ✓ | | 18.1 |
| 02 | 02 | The objectives of the CP process | ✓ | | 18.2 |
| 02 | 03 | The context of the CP process | ✓ | | 18.3 |
| 02 | 04 | The following activities within the CP process and the responsibilities within them: <ul style="list-style-type: none"> • Preparing planned closure • Preparing premature closure • Hand over products • Evaluate the project • Recommend project closure | | ✓ | 18.4.1 18.4.2 18.4.3 18.4.4 18.4.5 |
| 02 | 04 | How the seven themes may be applied within the CP process | | ✓ | 18 |
| Be able to apply the CP process, tailoring the recommended activities and actions where appropriate, to a project scenario. Specifically to: | | | | | |
| 03 | 01 | Identify the recommended CP process actions when carrying out the activities listed in 0204 above | | ✓ | 18.4 |
| Be able to identify, analyse and distinguish between appropriate and inappropriate application of the CP process to a project scenario. Specifically to analyse: | | | | | |
| 04 | 01 | Whether the recommended CP process actions have been undertaken appropriately, with reasons, and whether the appropriate roles have been involved when carrying out the activities listed in 0204 above | | ✓ | 18.4 |