

MSP Syllabus 2007 Manual

Document Control Information

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Managing Successful Programmes (2007 Manual)

Examination Syllabus *Version 3.1 Live*

November 2007

Approved

MSP™ Examination Syllabus

This is a completely revised syllabus based on the new edition of Managing Successful Programmes issued in September 2007 by OGC and the TSO. It also reflects the change in examination system.

Previous examination (2003 edition)	Examination format (2003 edition)	Current examination (2007 edition)	Examination format (2007 edition)
Foundation	50 question multichoice. Closed manual	Foundation examination	50 question multichoice. Closed manual.
Intermediate	2 hour written examination selecting three questions from 5. Closed manual.	Practitioner	2½ hour examination objectively marked examination (selecting answers by letter). Closed manual
Practitioner	2 hour written examination. One compulsory questions made up of two or more parts. Open manual.	Advanced Practitioner	2½ hour written examination. Up to three compulsory questions made up of two or more parts. Open manual.

Introduction

The Managing Successful Programmes (MSP™) manual provides guidance on the principles, processes and tools to use to manage programmes in any environment. It is necessarily less detailed and prescriptive than the equivalent for projects (e.g. PRINCE2™) and, at its highest level, demands much more of the practitioner. With this in mind, this syllabus reflects the need for those who wish to gain qualifications in MSP, to demonstrate increasingly higher levels of competence.

Levels

The breakdown of the subject matter has been undertaken on the basis of three principal levels:

1. Foundation – the general knowledge and understanding of the fundamental principles of MSP based on the manual. This is intended for those who intend to work within a programme environment, who need to know the terminology used and some of the theory behind the practice. It is also the start point of providing a higher level qualification.
2. Practitioner – a comprehensive understanding of the principles and theory of the MSP manual. This is intended for someone coming into programme management perhaps (although not necessarily) from project management and

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as a stepping stone from the knowledge of concepts to the higher level of understanding and application. It is also anticipated that anyone wishing to move into other roles within programmes would be able to achieve this qualification thereby helping them to gain the relevant theory and understanding.

3. Advanced Practitioner – a qualification intended for programme managers and aspiring programme managers demonstrating an excellent understanding in the principles and theory of the MSP manual supported by practical application and a good general level of understanding that comes from having worked within large programmes. Other key staff involved in the design, development and delivery of programmes including Business Change Managers and Programme Office Managers would also benefit from this level of understanding.

Syllabus Presentation

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

1. The unit number and title - these are unique to the unit
2. An overview of the unit - this describes the broad content of the unit
3. The unit content - which is made up of the what you need to know and understand and what you will need to be able to do
4. The learning outcomes - which describe what you will have to demonstrate in order to achieve the award at the different levels. These are the basis of the examinations at the three different levels.

Notes:

1. A unit in this syllabus is a section of the subject area against which questions in the examinations will be set. Each question in the Practitioner and Advanced Practitioner examinations will clearly show the unit of the syllabus against which it has been set.
2. Where reference is made to the MSP Transformational Flow this refers to each of the Identifying a Programme, Defining a Programme, Managing the Tranches, Delivering the Capability, Realising the Benefits and Closing a Programme processes.
3. The list of the documents that could be produced as part of a programme run using MSP is given at Appendix A of the manual. These appear in various parts of the syllabus. Sometimes it is expected that candidates will be able to produce simple versions of these documents at Practitioner level whilst others are more complex and would require the Advanced Practitioner level of understanding, knowledge and experience to develop an appropriate document. It is expected that all those reaching the Practitioner level of examination should be able to review a sample of any of the documents and make critical

comment on its suitability for use. At Advanced Practitioner level it is expected that candidates would be able to produce any document based on a complex scenario and to improve a poor example.

4. Some suggested timings have been included to help those developing course materials and in order to assist with the understanding of the depth of knowledge expected by the examinations. These timings are based on a candidate with very limited relevant previous experience or knowledge and they are estimated to be the duration of learning opportunities they would need to reach the required standard to stand an acceptable chance of passing the relevant examination. Learning opportunities could be formal teaching sessions, workshops, individual or group exercises, private study (for example during the evenings of a course) or similar events where the candidate is given direct guidance on achieving a level of understanding and knowledge. These timings **do not** include scenario specific work other than where its use is to create, for example, a sample document for the scenario. Background reading of the scenario for Practitioner or Advanced Practitioner level, course introductions and administration, revision sessions and all examination preparation time would all be in addition to these suggested timings. The timings have been developed by a number of experienced MSP trainers and are for guidance only. There is no suggestion that the course should necessarily be taught in the order or manner in which this syllabus is laid out.

Assessments

The three examinations will be of the following formats:

1. Foundation – Closed manual with 50 multi-choice questions to be answered within 40 minutes. Pass mark will be 25 marks out of a possible 50.
2. Practitioner – Closed manual with 9 compulsory sections each worth 20 marks to be answered within a time limit of 2½ hours inclusive of reading time. Each section will address one syllabus unit and may be composed of more than one question. The examination will be based on a straight forward scenario provided at the time of the examination but additional material in the form of reports, documents, formats, statements, etc. may be provided with some specific examination questions set. Answers will be given by the selection of the appropriate letter or combinations of letters related to the chosen answer. The pass mark will be 90 marks out of a possible 180.
3. Advanced Practitioner – Open manual with up to three compulsory questions on different units from the syllabus to be answered within a time limit of 2½ hours inclusive of reading time. This will be based on a complex scenario which will be issued at the time of booking the examination and which should be used to work on during the training course or other preparation for this examination. Additional material in the form of reports, documents, formats, statements, etc. may be provided with some specific examination questions set. Other material in the form of course notes, examples, copies of presentations, etc. can be used during this examination but no electronic aids, such as laptops, may be used. The pass mark will be 38 marks out of a possible 75.

1 Unit OV – Overview and Programme Management Principles

Overview

This unit is the introduction to the MSP manual and covers the general background, principles and theory of managing programmes together with suggestions on the adoption of MSP.

Unit Content

Chapters 1 and 2, and Appendix B. Elements of Appendix A as applicable.

Introduction

1. The general background to programme management
2. The appropriate use of a structured approach to programme management

The programme management environment

3. The types of programmes and their impact
4. Understanding the drivers for business change

Programme management principles

5. The seven principles that should ensure programmes are more likely to be successful

Adopting Managing Successful Programmes

6. Identifying the correct framework for change
7. Embedding MSP
8. Assessing programme management capability

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timing 20 minutes)

1. Define the relevant programme management terminology listed in the relevant chapters and Appendices A and B.
2. Identify the three main types of business change programmes as described in the manual.
3. Define the appropriate use of programme management, listing situations when it would be preferable to other management approaches.

4. List typical types of business change scenario where programme management might be successfully used.
5. List the main business drivers for change.
6. Describe programme management and its environment in general terms.
7. Describe the three major areas of impact programmes are likely to bring about in the business world.
8. Define the key differences between programmes and projects.
9. Describe the programme management principles and their importance to successful programmes
10. Describe the principles of the assessment of programme management capability within an organisation

Practitioner (Estimated timing 30 minutes)

11. All the competences listed above for the Foundation level.
12. Explain how programme management can contribute to more successful business change.
13. Explain how the different types of business change focus will affect the development and definition of a programme
14. Explain the justification and benefits of using MSP related to a given scenario.
15. Explain how MSP should be tuned for different programme circumstances for a given scenario.
16. Explain how the programme management principles contribute to a greater chance of delivering a successful programme
17. Explain how the assessment of programme management capability might be carried out.

Advanced Practitioner (Estimated timing 45 minutes)

18. All the competences listed above for the Foundation and Practitioner levels.
19. Determine the appropriate use of MSP in relation to different types and sizes of programme with reference to their own experience and to a given complex scenario.
20. Use personal experience of working with a major programme to propose solutions to given complex scenario issues including (but not limited to): the design of a project dossier; the overall programme management and direction of a programme; interactions between the business organisation, programmes and projects.
21. Assess the relevance and importance of the focus of business change drivers with reference to personal experience and a given complex scenario.

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22. Determine the critical success factors relating to a successful programme and demonstrate an ability to ensure these factors are dealt with effectively with reference to personal experience and a given complex scenario.
23. Demonstrate how the programme management principles can be applied to a complex scenario in order to enhance the chances of successful programme delivery.
24. Explain the appropriate use of the maturity assessment model.

2 Unit TH – Governance Themes Overview

Overview

This unit introduces the concept of Governance Themes which run throughout the manual. Themes provide the guidance and tools to the Transformational Flow activities. These themes are developed in the chapters that follow this initial introductory chapter and are examined in more detail in following units.

Unit Content

Chapter 3. Elements of Appendix A as applicable.

Overview

1. The need for effective governance over a change programme
2. Programme management strategies and their importance
3. The relationship between the themes and the Transformational Flow
4. The responsibilities for governance

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timings 20 minutes)

1. Define the relevant programme management terminology listed in the relevant chapter and Appendix A.
2. Describe the importance of effective governance in the management, direction and control of a programme.
3. Identify the areas where business and programme governance should be aligned.
4. Describe the purpose and outline contents of the eight programme management strategies.
5. Describe the relationship between the Transformational Flow and the themes.
6. Describe the overall responsibilities of Senior Responsible Owner, Programme Manager, Business Change Manager(s) and Programme Office.

Practitioner (estimated timing 30 minutes)

7. All the competences listed above for the Foundation level.
8. Explain how programme governance can be tailored to suit particular programme and business environments with reference to a given programme scenario.
9. Explain how the strategies contribute towards a more successful programme.
10. Explain how the Transformational Flow and the themes interact and hence how the requirements of the flow can be met.
11. Explain the importance of the key roles to ensuring the delivery of a successful programme.

Advanced Practitioner (Estimated timing 45 minutes)

12. All the competences listed above for the Foundation and Practitioner levels.
13. Use personal experience of working with a major programme to develop examples of the effective use of the themes in a given complex scenario.
14. Produce a sample strategy document from the list in the manual based on the information given in a complex scenario.
15. Derive and evaluate the relationship between each of the themes and the related flow activities.

3 Unit OR – Organisation

Overview

This unit develops the key element of the organisation of a programme. It shows how the roles and responsibilities within a programme team are defined and interrelate. It explains how the roles should be tailored to suit particular programmes or business situations to provide effective management, leadership and control of a programme.

Unit Content

Chapter 4. Elements of Appendices A and B as applicable.

Principles of leadership

1. Defining the key principles for effective leadership of a programme
2. Defining the general skills and experience necessary for all the members of the programme management team

Programme structure

3. Defining a typical programme management team with the relevant roles and responsibilities
4. Defining the interrelationships between the different roles, and the tailoring of the team to suit particular business or programme environments

Implementing and managing the programme organisation

5. Changing the organisation as the programme progresses through its life cycle
6. The integration of project and programme organisational structures
7. The implications for cross-organisational programmes

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timings 60 minutes)

1. Define the relevant programme management terminology listed in the relevant chapter and Appendices A and B.

2. Describe the typical organisation of a programme as described in the manual.
3. Describe the purpose and main responsibilities of the Sponsoring Group, the Senior Responsible Owner, the Programme Board, the Programme Manager, the Business Change Manager(s), the Change Management Team and the Programme Office.
4. Describe the additional governance roles as described in the manual.
5. Describe the potential changes in the organisation of a programme during its evolution.
6. Describe the relationships between roles of the Sponsoring Group, Senior Responsible Owner, Programme Board, Programme Manager, Business Change Manager(s), Change Management Team and Programme Support Office with those of a typical project management team such as described in PRINCE2™.
7. List the key responsibilities for the delivery of an effective programme organisation.

Practitioner (Estimated timings 75 minutes)

8. All the competences listed above for the Foundation level.
9. Explain how programme organisation can be tailored to suit particular programmes and business environments with reference to a given scenario.
10. Design an appropriate programme management team (Organisation Structure) for a given scenario considering all the roles described in the manual
11. Produce role descriptions (terms of reference) for the Sponsoring Group, Senior Responsible Owner, Programme Board, Programme Manager, Business Change Manager(s), Change Management Team and the Programme Support Office for a given scenario.
12. Produce combined and consolidated roles descriptions, both within a programme and between a programme and constituent projects, based on a given scenario.

Advanced Practitioner (Estimated timing 90 minutes)

13. All the competences listed above for the Foundation and Practitioner levels.
14. Use personal experience of working with a major programme to design an organisation together with the appropriate terms of reference (job descriptions) for each role for a given complex scenario based on the MSP manual.
15. Determine and assess the interrelationship between all roles within a programme management team, with other roles within the business organisation and with all roles in a typical project management team based on a given complex scenario.
16. Describe the normal operations of a complex programme through detailed terms of reference (job descriptions), monitoring and control activities together with the associated processes and structures.

17. Explain the strengths, weaknesses and lessons learned of various types of organisation with reference to personal experience and a given complex scenario.
18. Explain the relevance of, and relationships between, the senior management of the organisation, the Sponsoring Group, the Programme Board and a Project Board from personal experience and in relation to a given complex scenario.
19. Use personal experience of working with a major programme to propose methods of implementing a programme organisation throughout the evolution of the programme in a given complex scenario.

4 Unit VS – Vision

Overview

This unit provides a guide to the importance, contents and development of a vision for a programme.

Unit Content

Chapter 5. Elements of Appendices A and B as applicable.

The Programme Vision, Vision Statement and Blueprint

1. The definition of and need for a vision in a programme.
2. The main purpose of a Vision Statement and its links to the Blueprint

The Characteristics of a good Vision Statement

3. The contents of a Vision Statement and its quality criteria.
4. The development and maintenance of a Vision Statement.
5. The roles and responsibilities relevant to a Vision Statement.

The Programme Information

6. The relationship between a Vision Statement and other programme information.
7. The roles that would be accountable, have responsibility for, or have an input into the development of the Vision Statement.

Learning Outcomes

Following completion of this unit you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timings 15 minutes)

1. Define the relevant programme management terminology listed in the relevant chapter and Appendices A and B.
2. Describe the purpose and use of the Vision Statement in successful programme management.
3. Describe in outline the contents and importance of the Vision Statement.

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4. Describe in outline the manner of developing a Vision Statement identifying those who might be directly or indirectly involved.

Practitioner (Estimated timings 20 minutes)

5. All the competences listed above for the Foundation level.
6. Describe in detail the characteristics and contents of a good Vision Statement.
7. Produce a straightforward Vision Statement based on a given scenario
8. Describe and explain the relationship between the Vision Statement, Blueprint and other relevant programme documentation.
9. Describe and explain which roles would be involved in the development and maintenance of a Vision Statement based on a given scenario

Advanced Practitioner (Estimated timing 30 minutes)

10. All the competences listed above for the Foundation and Practitioner levels.
11. Compare and contrast examples of Vision Statements for a complex programme identifying their relative strengths and weaknesses and suggesting improvement based on a given complex scenario.
12. Develop a Vision Statement from information provided in a complex scenario and explain how its maintenance would be achieved in the light of significant changes to the programme.
13. Describe the changes in all programme documentation brought about by a significant change in the direction of the programme as highlighted in a revised Vision Statement.

5 Unit LS – Leadership and Stakeholder Engagement

Overview

This unit covers the need for good leadership in a programme defining the differences between good leadership and good management, as well as detailing the different types of leadership required for programmes and projects. The importance of communications is highlighted and it addresses the needs of all those who are impacted by, have an impact on, have an interest in or are otherwise affected by the work of a programme. It considers who stakeholders might be, their differing requirements and how they might be addressed through effective communications.

Unit Content

Chapter 6. Elements of Appendices A and B as applicable.

Nature of Stakeholder Engagement and the role of Leadership

1. Types of reaction to a change programme
2. The differences between leadership and management in a programme context
3. The different attributes of leaders as identified by research into the conceptions of programme management

Business Change Management

4. A business change model

Communications with projects and other programmes

5. The necessary links between projects and programmes in issues of communication with stakeholders

Steps involved in Stakeholder Engagement

6. A stakeholder engagement process consisting of identifying stakeholders, creating stakeholder profiles, defining the Stakeholder Engagement Strategy, planning engagements, engaging stakeholders and analysing the results

Roles and responsibilities

7. The responsibilities for stakeholder engagement and communications for the roles within the programme organisation

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timings 20 minutes)

1. Define the relevant programme management terminology listed in the relevant chapter and Appendices A and B
2. Describe the role of leadership in engaging with stakeholders in a programme context
3. Draw the distinction between leadership and management in a programme context
4. Reproduce the main elements of a change management process as described in the manual
5. Describe how communications undertaken by a project within a programme might be managed effectively
6. Reproduce the main elements of a stakeholder engagement process as described in the manual
7. Describe the typical stakeholder engagement and communications activities of the Senior Responsible Owner, Sponsoring Group, Programme Board, Programme Manager, Business Change Manager(s) and Programme Office for an MSP-based programme

Practitioner (Estimated timings 30 minutes)

8. All the competences listed above for the Foundation level.
9. Define and explain the importance of and the activities involved in stakeholder engagement and the deliverables involved within the activities of the MSP programme Transformational Flow based on a given scenario
10. Define and explain the typical stakeholder engagement activities for all relevant roles for each MSP programme Transformational Flow related to a given scenario
11. Define and explain the interfaces between the stakeholder engagement activities and deliverables and all other relevant areas of MSP
12. Develop a typical Programme Communications Plan, Stakeholder Profile and Stakeholder Engagement Strategy based on a given scenario
13. Explain the principles and practical application of the Programme Communications Plan, Stakeholder Profile and Stakeholder Engagement Strategy in relation to each of the roles in MSP based on a given scenario.
14. Review a sample of each of the documents listed above and analyse its suitability for use in a programme environment.

Advanced Practitioner (Estimated timing 60 minutes)

15. All the competences listed above for the Foundation and Practitioner levels.
16. Explain the detail of a complex stakeholder environment including the importance and relevance of a Stakeholder Engagement Strategy, Stakeholder Profile and Programme Communications Plan based on personal experience and related to a given complex scenario including the strengths, weaknesses and lesson learned for each
17. On the basis of the guidance in the manual, derive a Stakeholder Engagement Strategy and Programme Communication Plan from information in a given complex scenario and discuss its potential for success
18. Critically assess a Stakeholder Engagement Strategy, Stakeholder Profile and Programme Communication Plan for a given complex scenario based on personal experience and discuss its potential for success

6 Unit BM – Benefits Realisation Management

Overview

This unit provides a guide to the effective management of benefits from the initial definition and objectives through to the realisation and review of them at the conclusion of a programme. It links strategic objectives with the outputs from projects in order to ensure the appropriate correlation is maintained at all times. It provides examples of outcome and benefits modelling and the necessary processes that must be used to ensure effective benefits realisation.

Unit Content

Chapter 7. Elements of Appendices A and B as applicable.

Objectives of Benefits Realisation Management

1. The main reasons and objectives for benefits management
2. The importance of effective benefits management as the key driver within different programme and business environments

Benefits Relationship Management and Change

3. The path to benefit realisation and strategic objectives
4. The project output to strategic objective chain

Benefits Realisation Management and Strategy

5. The mapping of organisational drivers and their change portfolio implications
6. The strategic context of benefits realisation within a programme
7. Developing and using an outcome relationship model
8. The development of a Benefits Management Strategy and the Benefits Map
9. The identification of benefits including the different types, their potential origins and their interrelationships
10. The mapping and quantification of benefits
11. The responsibilities for benefits management

Benefits Realisation

12. The development of Benefit Profiles and the Benefits Realisation Plan
13. The reviewing of benefits realisation
14. An overview of Change Readiness

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timings 60 minutes)

1. Define the relevant programme management terminology listed in the relevant chapter and Appendices A and B
2. Describe the fundamental importance of the benefits focus of programme management
3. Describe in outline the contents and their importance of each the following documents in relation to the overall management of benefits: Vision Statement, Blueprint, Benefits Profiles, Benefits Realisation Plan, Benefits Map, Benefits Management Strategy
4. List the factors that should be considered in the development of the Benefits Management Strategy
5. Explain the differences and similarities between a risk, a benefit and a dis-benefit.
6. State which of the following benefits-related deliverables are input to or output from each process of the MSP Transformation Flow: Benefits Management Strategy, Benefits Realisation Plan, Benefits Profiles.
7. Describe the typical benefit management activities of the Senior Responsible Owner, Sponsoring Group, Programme Board, Programme Manager, Benefits Realisation Manager, Business Change Manager(s) and Programme Office for an MSP-based programme

Practitioner (Estimated timings 75 minutes)

8. All the competences listed above for the Foundation level.
9. Describe in detail the relevance, importance, production, usage and transformation of benefits-related deliverables in and by each of the MSP Transformational Flow processes based on a given scenario
10. Describe the benefits management activities undertaken by all relevant roles for each Transformational Flow process based on a given scenario
11. Describe and explain the interfaces between Benefits Management activities and deliverables and all other relevant areas of MSP
12. Describe and explain the use of Benefits Management in the re-evaluation of a programme's viability based on a given scenario

13. Describe and explain the use of Benefits Management as an input to the Business Case for a given scenario
14. Develop a typical Benefits Management Strategy, Benefits Map, Benefits Realisation Plan and Benefit Profile from information given in a given scenario
15. Describe the steps taken to help ensure benefits are realised as a result of an MSP-based programme
16. Describe the nature of an organisation's preparedness for change and how it might be assessed

Advanced Practitioner (Estimated timing 90 minutes)

17. All the competences listed above for the Foundation and Practitioner levels.
18. Define, develop and explain in detail examples of Benefits Management in action relating to examples of a Vision Statement, Blueprint, Benefits Management Strategy, Benefits Realisation Plan, Benefits Map, Benefits Profiles, or the equivalent documents, with explanations of their relative strengths, weaknesses and lessons learned based on personal experience and related to a given complex scenario
19. Use Benefits Management to define a programme's early wins, tranche structures, project objectives and programme dependency network
20. Explain how the assessment of an organisation's preparedness for change might be undertaken.
21. Describe the effects on all other programme documentation of a significant change in the expected delivery of the benefits of a programme.

7 Unit BL – Blueprint Design and Delivery

Overview

This unit describes the importance, development and use of the programme Blueprint. It describes the key documentation required for the effective development of such a document and the responsibilities of the programme team for its creation, maintenance and use.

It discusses what is meant by the future state and how this might be assessed in order to provide the necessary information to create the Blueprint through the use of, for example, GAP analysis. The delivery of the Blueprint is discussed with suggestions for achieving a well balanced and considered Projects Dossier.

The use of tranches as a means of measuring delivery of the Blueprint and the ongoing requirement for the maintenance and evolution of the Blueprint Design and Delivery are explained

Unit Content

Chapter 8. Elements of Appendices A and B as applicable.

Introduction

1. The development of the Blueprint from the Programme's Vision Statement.
2. The relationship between the Blueprint, Vision Statement, Programme Plan, Projects Dossier, Benefits Realisation Plan and the Business Case

Blueprint Design and Delivery

3. The activities involved with the development of a Blueprint
4. The overall responsibilities for the development of the Blueprint and its general structure
5. Defining the future state and comparing with the current state to achieve a GAP analysis.
6. The delivery of the Blueprint as determined by the Projects Dossier, the Programme Plan and the effective use of tranches
7. The evolution and refinement of a Blueprint throughout the life of a programme
8. Responsibilities for the design and delivery of a Blueprint.

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the

following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timings 30 minutes)

1. Define the relevant programme management terminology listed in the relevant chapter and Appendices A and B
2. Describe the purpose and importance of a Blueprint
3. Describe in outline the processes involved with the development of a Blueprint as described in the manual
4. Describe the component parts of a Blueprint and their interrelationships
5. Describe the purpose of tranches in assisting the delivery of the Blueprint as described in the manual
6. Describe the interrelationship between the Blueprint, Vision Statement, Programme Plan, Projects Dossier, Benefits Realisation Plan and the Business Case
7. Describe the typical activities concerning the development and delivery of the Blueprint of the Senior Responsible Owner, Sponsoring Group, Programme Board, Programme Manager, Business Change Manager(s) and Programme Office for an MSP-based programme

Practitioner (Estimated timings 45 minutes)

8. All the competences listed above for the Foundation level.
9. Describe in detail the process of developing a Blueprint for a given scenario
10. Describe and explain the rationale for using programme tranches in support of Blueprint delivery and be able to define appropriate tranches in a given scenario
11. Describe and perform typical activities for all relevant roles for each programme process in relation to a given scenario as part of the development, maintenance and delivery of a Blueprint
12. Develop a typical Blueprint from information in a given scenario

Advanced Practitioner (Estimated timing 60 minutes)

13. All the competences listed above for the Foundation and Practitioner levels.
14. Describe and explain in detail the tranche assignment, or equivalent, of projects in a Programme Plan from personal experience and in relation to a given complex scenario with explanations of tailoring, strengths, weaknesses and lesson learned
15. Describe and explain in detail Blueprint design and delivery activities in action relating to the Blueprint, Vision Statement, Programme Plan, Projects Dossier,

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Benefits Realisation Plan and the Business Case (or equivalent deliverables) based on personal experience and a given complex scenario

16. Describe and explain in detail the process of developing and maintaining the Blueprint or equivalent based on personal experience and a given complex scenario with explanations of tailoring, strengths, weaknesses and lessons learned
17. Develop a Blueprint from information provided in a complex scenario.
18. Describe the changes in all programme documentation brought about by a significant change in the direction of the programme as highlighted in a revised Blueprint.

8 Unit PL – Planning and Control

Overview

This unit describes the differences between programme planning and project planning, and highlights the key elements of programme planning. It describes the key documentation required for effective programme controls and the responsibilities of the programme team for its creation, maintenance and use.

It describes the importance and activities involved with the development of a Programme Plan and the elements contained within it. It describes the issues around resourcing and the overall controls that must be in place and used to manage effectively the work of a programme.

It further discusses the ongoing maintenance and management of the various documents and the processes used to monitor the progress of a programme using the appropriate performance measurements. Finally it describes the responsibilities within the programme team for effective programme planning and control.

Appendix D covers the health-check of a programme and provides guidance on the means of assessing the correct and effective planning and control of a programme. It also includes guidance for assessing all the other themes and the Transformational Flow.

Note: Appendix D is only included in this unit of the syllabus to avoid repetition since it should naturally be applied to all units. Its principles will be considered and examined in all relevant units of the syllabus.

Unit Content

Chapter 9 and Appendix D. Elements of Appendices A and B as applicable.

Programme Planning Aspects

1. The importance of and relationship between key programme documentation including Blueprint, Vision Statement, Programme Plan, Projects Dossier, Benefits Realisation Plan, Benefit Profiles, Resource Management Strategy, Resource Management Plan, Monitoring and Control Strategy, Information Management Strategy, Information Management Plan and the Business Case with respect to effective programme Planning and Control
2. The development, maintenance and use of a Programme Plan and a Projects Dossier and a dependency network model including selecting appropriate tranches and schedules
3. The responsibilities for the various aspects of Programme Planning and Control
4. The management of programme resources

Programme Control

5. The activities involved with effective monitoring of the programme including examples and use of performance measures
6. The decisions on appropriate controls for the programme and the constituent projects and the development of the Monitoring and Control Strategy
7. The starting of projects within a programme
8. The integration of information between projects and programme together in relation to the monitoring of the progress of the projects
9. The planning and control of transition

Roles and responsibilities

10. The responsibilities for programme planning and control of the roles within the programme organisation

Health-check

11. Undertaking a Health-check of a programme to gain an objective assessment of how well the programme is performing relative to its objectives

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timings 45 minutes)

1. Describe the purpose and importance of Programme Planning and Control
2. Define and differentiate between planning and control activities
3. Describe in outline the processes involved with the development of a Programme Plan and the Monitoring and Control Strategy as described in the manual
4. Describe the component parts of a Programme Plan and their interrelationships
5. Describe the management of resources and the documents necessary to achieve this
6. Describe the purpose of the Projects Dossier and its typical contents
7. Describe the process of planning and controlling transition

8. Describe the reasons for undertaking a Health-check of a programme and the general approach to be used

Practitioner (Estimated timings 60 minutes)

9. All the competences listed above for the Foundation level.
10. Describe in detail the process of Programme Planning and Control, as described in the manual, in relation to a given scenario
11. Describe the relationships between programme-level and project-level planning in relation to a given scenario
12. Describe the relationship between, and potential conflicts of, the planning and management of resources in a programme with those in constituent projects
13. Describe the typical planning and control responsibilities of the Senior Responsible Owner, Sponsoring Group, Programme Board, Programme Manager, Business Change Manager(s), Programme Office and project teams for an MSP-based programme
14. Develop a typical Resource Management Strategy, Monitoring and Control Strategy and Programme Plan from information given in a given scenario
15. Describe the process of undertaking a health-check on a programme

Advanced Practitioner (Estimated timing 75 minutes)

16. All the competences listed above for the Foundation and Practitioner levels.
17. Describe and explain in detail the relationship and conflicts between programme-level and project-level planning and resource management based on personal experience and a given complex scenario
18. Describe and explain in detail the planning and management of transition based on personal experience and a given complex scenario
19. Describe and explain in detail the inter-relationship between Blueprint, Vision Statement, Programme Plan, Projects Dossier, Benefits Realisation Plan and the Business Case and related documents (or equivalent deliverables) based on personal experience and a given complex scenario
20. Describe and explain in detail the process of developing and maintaining the Resource Management Plan, Monitoring and Control Strategy, Projects Dossier and Programme Plan or equivalent based on personal experience and a given complex scenario with explanations of tailoring, strengths, weaknesses and lessons learned
21. Describe and explain in detail the rationale of undertaking a programme health-check based on personal experience and a given complex scenario with explanations of tailoring, strengths, weaknesses and lessons learned
22. Describe the changes in all programme documentation brought about by a significant change in the circumstances of the programme

9 Unit BC – The Business Case

Overview

This unit emphasises the importance of developing and maintaining a comprehensive Business Case for the programme. It explains the process through which the Business Case is developed and the potential sources of the required information. It explains the process of reviewing and maintaining the Business Case throughout the life of a programme and the responsibilities of the various roles involved.

Unit Content

Chapter 10. Elements of Appendices A and B as applicable.

Business Case

1. The origin, development and evolution of the Business Case including the required information and its likely sources
2. The importance of the Business Case as the main focus for the mix of information required to justify the programme and to ensure its continued viability
3. The relationship between the programme Business Case and those of the constituent projects

The Maintenance of the Business Case

4. The review and management of the Business Case
5. The responsibilities of the roles within the Programme Management team for the Business Case

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timings 30 minutes)

1. Define the relevant programme management terminology listed in the relevant chapter and Appendices A and B
2. Describe the purpose, importance and links between the Mandate, the Programme Brief and the Business Case for the programme

3. Explain the reasons for the focus of the programme's justification in the Business Case
4. Describe the typical Business Case responsibilities of the Senior Responsible Owner, Sponsoring Group, Programme Board, Programme Manager, Business Change Manager(s), Programme Office and programme accountant for an MSP-based programme
5. Describe the main elements of the Business Case
6. Describe the main steps in the genesis and maintenance of the Business Case
7. Describe and explain the use of the Business Case to justify and validate the ongoing viability of the programme

Practitioner (Estimated timings 45 minutes)

8. All the competences listed above for the Foundation level.
9. Explain the importance of the Business Case for the programme and of its continued use and maintenance throughout the life of the programme
10. Describe the activities involved in the development and maintenance of the Business Case in relation to a given scenario
11. Describe the relationship between the programme Business Case and those of the constituent projects
12. Develop an outline Business Case from information provided in a given scenario

Advanced Practitioner (Estimated timing 60 minutes)

13. All the competences listed above for the Foundation and Practitioner levels.
14. Develop and justify a Programme Mandate and a Business Case for a programme based on information in a given complex scenario including the calculation of costs, net benefit and related factors
15. Develop and justify a Project Mandate for a constituent project based on information in a given complex scenario
16. Describe the interrelationships between the Business Case and all other deliverables in Programme Management as described in the manual with reference to personal experience and to a given complex scenario
17. Describe in detail the process of producing and maintaining a Business Case for a programme based on personal experience and a given complex scenario noting the tailoring, strengths, weaknesses and lessons learned
18. Describe the changes in all programme documentation brought about by a significant change in the justification of the programme as highlighted in a revised Business Case

10 Unit RM – Risk Management and Issue Resolution

Overview

This unit covers the vital work to successfully manage the inevitable risks associated with any programme. It defines risks and then develops a Risk Management Approach to assist with the ongoing management of risks throughout the life of a programme. Each element of the Approach is then discussed with examples of typical or potential risks, ways of managing risks and responsibilities for risk management given. The necessary documentation for successful Risk Management is addressed and developed.

It also considers the impact and control of issues raised during the life of a programme and the processes and responsibilities involved. It discusses the interfaces and interrelationships of Issue Management and Risk Management at both programme and project level. Change control as a critical aspect of issue resolution is also covered.

Unit Content

Chapter 11. Elements of Appendices A and B as applicable.

Principles of Programme Risk Management

1. The importance of risk management and its potential impact on a programme if risk is not managed successfully and communicated effectively
2. The programme risk management approach involving the strategy, processes, and means of delivery for risk management
3. The development, use and the processes associated with Risk Management Strategy and Risk Register
4. The potential responses to threats, opportunities, risks and the effective use of these actions
5. The programme risk management process based on identify, assess, plan and implement
6. Embedding and reviewing programme risk management
7. The interfaces between strategic, programme, project and operational risks

Issue Resolution Strategy

8. The development, use and the processes associated with the Issue Resolution Strategy and the Issue Log
9. The source of issues and the effective resolution and management of them by the appropriate processes

10. The management of issues that have an effect in a wider environment than just the programme including those affecting other programmes, constituent projects and the corporate organisation
11. The part Change Control has to play in the effective resolution of issues

Risk Management and Issue Resolution Responsibilities

12. The responsibilities of all the members of the programme management team

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timings 30 minutes)

1. Define the relevant programme management terminology listed in the relevant chapter and Appendices A and B
2. List the principles of programme risk management
3. Describe the purpose of the risk management approach
4. Describe the purpose of the Risk Management Strategy and define the main elements of it as described in the manual
5. Describe the purpose of the Issue Resolution Strategy and define the main elements of it as described in the manual
6. Describe the contents and general use of the Risk Register and Issue Log within the context of a programme
7. Describe the purpose of programme level Change Control and its impact on issues
8. Distinguish between programme level and project level Risk Management and Issue Resolution and describe the relationship between them
9. Describe the typical Risk Management and Issue Resolution activities and responsibilities for the Senior Responsible Owner, Programme Manager, Business Change Manager(s) and Programme Office for each of the programme processes in the Transformational Flow for an MSP-based programme

Practitioner (Estimated timings 45 minutes)

10. All the competences listed above for the Foundation level.

11. Describe the: activities involved in; the importance of; the deliverables related to; Risk Management and Issue Resolution within each of the MSP programme processes in the Transformational Flow with reference to a given scenario
12. Describe appropriate Risk Management Approach and Issue Resolution activities for a programme and its constituent projects, related to a given scenario, noting the differing responsibilities, the links between the two levels of Risk Register and Issue Log, and the specific actions taken at the closure of a project
13. Describe the interfaces between Risk Management and Issue Resolution processes and deliverables, and all other relevant areas of MSP
14. Describe the interfaces between programme level issues and the related processes in constituent projects, including Change Control issues
15. Describe the setting-up and appropriate use of a programme Risk Register and Issue Log detailing the processes involved, the responsibilities of all related roles, the relationship with the constituent project Risk Registers (Risk Logs) and Issue Logs and the appropriate decision making resulting from their effective use
16. Create typical entries for a Risk Register and Issue Log based on information gathered from a given scenario
17. Analyse a given Risk Register or Issue Log entry based on a scenario and recommend and justify appropriate countermeasures or actions to take
18. Explain the potential consequences in other areas of programme management, for example in planning and resource management, if and when countermeasure are implemented

Advanced Practitioner (Estimated timing 60 minutes)

19. All the competences listed above for the Foundation and Practitioner levels.
20. Describe the interaction between a programme Risk Management Strategy and Issue Resolution Strategy and that of the strategic and operational business organisations via application to a given complex scenario noting the different responsibilities, the links between the different levels of Risk Register and Issue Log (or equivalent) and the specific actions taken at the closure of a programme
21. Create, explain and justify entries on a Risk Register and an Issue Log based on information in a complex scenario
22. Propose and explain potential conflicts between programme level issues, including Change Control, and the related processes in constituent projects. Suggest and justify mechanisms to reduce the potential conflict
23. Create and explain a Risk Management Strategy and Issue Resolution Strategy based on personal experience and information in a complex scenario with explanations of tailoring, strengths, weaknesses and lessons learned
24. Describe and explain the steps, processes and responsibilities involved with the closure of a programme with particular reference to: the ownership and

relationship of risks and issues to benefits; the involvement of Business Change Manager(s); the involvement of operational management

25. Describe the changes in all programme documentation brought about by a significant change in the assessment of the risk of the programme as highlighted in a major revision to one or more programme or strategic level risks

11 Unit QM – Quality Management (Configuration Management, and Information Management)

Overview

This unit explains the concept of Quality Management and the related activities of Configuration Management and Information Management. It covers the development of the Quality Management Strategy together with the necessary controls and audits to ensure a programme's quality environment. It also addresses the process of Configuration Management and its relationship with the deliverables of the programme.

Unit Content

Chapter 12. Elements of Appendices A and B as applicable.

Quality Management Strategy and Quality Management Plan

1. Critical success factors for effective quality management in a programme context
2. The engagement with stakeholders with reference to quality and leadership
3. The involvement of people in the achievement of quality within a programme
4. The adherence to strategies, policies and standards in relation to quality
5. The involvement of suppliers and partners and the mutual benefit to be gained from it
6. The application of quality processes to a programme
7. The importance of measurement and analysis of accurate information within a programme
8. The differences and interdependencies between the quality in programmes and in projects
9. Support of quality management for other aspects of a programme including governance, issues and risks, the Blueprint and delivering the capability
10. The responsibilities for Quality Management activities within the programme with particular reference to stakeholders and leadership

Configuration Management

11. The relationship and interrelationships between Configuration Management and Quality Management
12. The importance and processes involved with Configuration Management at programme and project level

Reviewing and Assessing Quality

13. The process of ensuring quality by the effective use of auditing and assurance
14. The relationship between programme and project level assurance functions and activities
15. The development and maintenance of the Information Management Strategy in a programme environment

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timings 45 minutes)

1. Define the relevant programme management terminology listed in the relevant chapter and Appendices A and B
2. Describe the purpose and main elements of Quality Management, Configuration Management and Information Management as defined in the manual
3. Describe the typical Quality Management, Configuration Management and Information Management activities of the Senior Responsible Owner, the Programme Manager, the Business Change Manager(s) and the Programme Office for each of the programme processes of the Transformational Flow as described in the manual
4. Describe the basic Configuration Management processes as described in the manual
5. Describe the relationship between programme level and project level Quality Management, Configuration Management, Information Management and Assurance processes and describe any differences between them

Practitioner (Estimated timings 60 minutes)

6. All the competences listed above for the Foundation level.
7. Explain the importance of, roles and activities involved in, Quality Management, Configuration Management, Information Management and Assurance and the deliverables involved within each of the MSP programme processes in the Transformational Flow via application to a given scenario
8. Describe the development of a Quality Management Strategy, Quality Management Plan, Information Management Strategy and Information Management Plan for a programme including their planning, specification, creation and maintenance noting specifically the roles, processes and activities involved

9. Explain the relationship between programme level and project level Quality Management, Configuration Management and Information Management and describe the differences between them including the differing responsibilities and activities based on a given scenario
10. Develop the plan and strategy for Quality Management and Information Management based on the information in a given scenario
11. Describe appropriate Quality Management and Information Management activities for all relevant roles for each programme process in relation to a given scenario
12. Describe the relationship and interfaces between Quality Management, Configuration Management and Information Management processes and deliverables and all other relevant areas of MSP
13. Describe the typical requirements for reviewing and assessing quality in a given programme scenario
14. Describe the importance to a programme of involving people (including partners and suppliers) and keeping them informed of quality activities
15. Describe and explain the differences in quality between programmes and projects

Advanced Practitioner (Estimated timing 75 minutes)

16. All the competences listed above for the Foundation and Practitioner levels.
17. Describe and explain in detail the interrelationship between programme and corporate Quality Management systems. Describe the potential differences, responsibilities and activities between programmes and corporate levels noting the requirements for audit, assurance, review, corporate, professional or legislative standards at corporate levels
18. Describe, explain and develop a Quality Management Strategy and an Information Management Strategy, or equivalent, based on personal experience and a given complex scenario with explanations of tailoring, strengths, weaknesses and lessons learned
19. Describe, explain and develop a Quality Management Plan and an Information Management Plan, or equivalent, based on personal experience and a given complex scenario with explanations of tailoring, strengths, weaknesses and lessons learned
20. Describe and evaluate in detail the Configuration Management, reviewing and assessing quality, and Information Management activities and requirements based on personal experience and on a given complex scenario noting the tailoring, strengths, weaknesses and lessons learned
21. Describe and evaluate in detail the role of communications and leadership in the achievement of quality within a programme
22. Explain the impact of quality on the effective use of resources in a programme

23. Describe the changes in all programme documentation brought about by a significant change in the quality management of the programme as highlighted in a revised Quality Management Strategy
24. Describe the links between quality management and all other aspects of programme management whereby effective programme management is assured.

12 Unit TF – The Transformational Flow

Overview

This unit covers all the activities, inputs, outputs, controls and roles throughout the programme lifecycle based on the Transformational Flow which is defined as six main processes of Identifying a Programme, Defining a Programme, Managing the Tranches, Realising Benefits, Delivering the Capability, and Closing a Programme. It details each process and defines their key products and information flows.

Unit Content

Chapters 13 to 19 and Appendix B. Elements of Appendix A as applicable.

Overview

1. Introduction to the processes of the Transformational Flow, the main purpose for each and the information requirements
2. The links between the Transformational Flow, the principles and the themes

Programme Management Processes

3. For each process of the Transformational Flow, an overview, the inputs, activities outputs, controls, roles and responsibilities are detailed
4. The key products for each process are defined and the activities, information requirements and the role(s) responsible for their development, maintenance and approval are detailed

Programme Information

5. A summary of the purpose, contents and use of all programme documentation together with its responsibilities, life cycle and related information

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timing 120 minutes)

1. Define the relevant programme management terminology listed in the relevant chapters and Appendices A and B

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2. Describe the correct sequence of processes in the Transformational Flow
3. List the key inputs, outputs and activities for each process in the Transformational Flow
4. Describe the purpose of each process in the Transformational Flow as described in the manual
5. Describe the purpose and typical activities associated with major decisions points as detailed in the manual

Practitioner (Estimated timing 150 minutes)

6. All the competences listed above for the Foundation level.
7. Explain the main steps involved in carrying out each of the processes in the Transformational Flow as detailed in the manual
8. Explain the application of the processes in the Transformational Flow as described in the manual, their interfaces and interdependencies in relation to a given scenario
9. Describe in detail the purpose, nature and relevant responsibilities of each programme role in each of the processes in the Transformational Flow
10. Describe in detail the selection of, and activities associated with, major decision points as detailed in the manual related to a given scenario

Advanced Practitioner (Estimated timing 200 minutes)

11. All the competences listed above for the Foundation and Practitioner levels.
12. Based on personal experience, describe and explain in detail the purpose and application of each of the programme management processes in the Transformational Flow for a given complex scenario with explanations of tailoring, strengths, weaknesses and lessons learned
13. Based on personal experience, describe in detail the selection of, and activities associated with, programme management major decision points for a given complex scenario with explanations of tailoring, strengths, weaknesses and lessons learned
14. Explain in detail the purpose and use of all the programme management deliverables in each of the processes of the Transformational Flow with reference to a given complex scenario
15. Describe and explain the ongoing development of each of the programme management deliverables throughout the full life cycle of a programme based on the different activities of the Transformational Flow. In particular the relationship between the different deliverables and the consequential changes in all documents as a result of a significant change in the programme

13 Unit PO – Programme Office

Overview

This unit considers the role, importance and requirements for an effective Programme Office to support a major programme. It addresses the necessary tools, staffing, skill set and functions as well as describing the typical environment in which it is likely to operate.

Unit Content

Appendix C. Elements of Appendix A as applicable.

Programme Office

1. The definition and requirements of a Programme Office set up in support of a major programme
2. The mechanisms by which the Programme Office supports the programme through appropriate activities, information management and resource management
3. The structure of a Programme Office and potential support tools for programme, project and Programme Office as well as to support collaborative working

Roles and Responsibilities

4. The requirements in terms of skill sets, activities and support functions for the Programme Office

Learning Outcomes

Following completion of this unit and having gained a general understanding of the contents of the relevant sections of the manual, you will know how to undertake the following activities. These are listed under the three examination levels to highlight the increasing levels of competence you will need to demonstrate in order to achieve the required standard.

Foundation (Estimated timing 15 minutes)

1. Define the relevant programme management terminology listed in the Appendices A, B, C and D
2. Describe the function and purpose of a Programme Office
3. Describe the differences and relationships between support offices at programme and project level
4. List the types of support tools that a Programme Office might require

Practitioner (Estimated timing 20 minutes)

5. All the competences listed above for the Foundation level.
6. Describe the importance of a Programme Office and a clearly defined linkage to project support offices
7. Describe and explain the main functions of a Programme Office and how they are resourced to perform these duties with particular reference to a given scenario
8. Describe and explain the typical activities carried out by a Programme Office for all relevant roles for each MSP programme process in the Transformational Flow with reference to a given scenario
9. Describe the interfaces between Programme Office processes and deliverables and all other relevant areas of MSP
10. Describe the setting-up and appropriate use of a Programme Office detailing the processes involved, the responsibilities of all related roles, the relationship with constituent project support offices and the appropriate decision making resulting from its effective actions with reference to a given scenario

Advanced Practitioner (Estimated timing 30 minutes)

11. All the competences listed above for the Foundation and Practitioner levels.
12. Describe and explain examples of the support provided by a Programme Office from personal experience and in relation to a given complex scenario including explanations of tailoring, strengths, weaknesses and lessons learned
13. Describe and explain the actions of the Programme Office with all the processes of the Transformational Flow with particular reference to the responsibilities of all those involved noting the actions undertaken by each.
14. Describe and explain in detail the ways in which information within the programme and about the programme will flow between project staff and senior managers (including all the intermediate originators and recipients) in an effective, appropriate, accurate and timely manner.