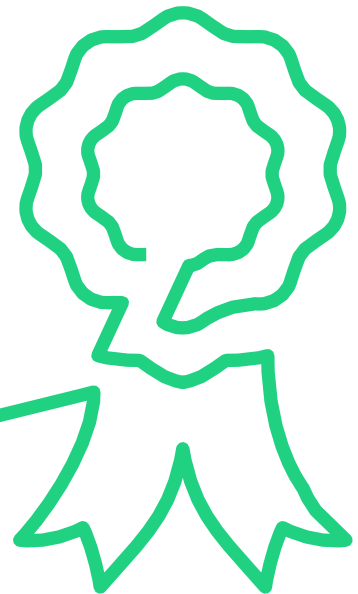


# APM Project Professional Qualification: Handbook



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## 1 Introduction

The Association for Project Management (APM) is the only chartered membership organisation for the project profession in the world. Our activities raise the profile of the project profession, challenge the status quo where it matters and set the highest standards. In a complex world, we're helping the project profession deliver better. Because when projects succeed, society benefits.

Our range of project management qualifications are designed to support you throughout every stage of your career. The APM Project Professional Qualification is the third step in our progressive suite of qualifications. It is our most comprehensive assessment of professional project management capability.

The APM Project Professional Qualification is for experienced project professionals who are looking to showcase their skills in leadership, governance, and planning. The qualification covers the core competencies required across all areas of project management. The APM Project Professional Qualification is a recognised route to APM's Chartered Project Professional standard.

## 2 APM Project Professional Qualification at a glance

<b>Prior experience</b>	Candidates should have some prior project management experience and have gained project management knowledge equivalent to, or have achieved the APM Project Management Qualification
<b>Qualification level</b>	SCQF Level 9 (equivalent to RQF Level 6).
<b>Qualification structure</b>	Aligns with the <i>APM Competence Framework</i> .
<b>Modes of study</b>	Courses offered by APM Accredited Training Providers. Self-study with open online exam.
<b>Total qualification time</b>	Approximately 70 hours.
<b>Guided learning hours</b>	Approximately 40 hours.
<b>Assessment length</b>	2 hours 35 minutes in total. All parts of the assessment are completed on the same day. The scenario and oral exam assessments are carried out together with a break before the written assignment assessment.
<b>Assessment model</b>	The assessment is based on a pre-seen case study and is worth a total of 90 marks. The assessment comprises of three parts; <ul style="list-style-type: none"> <li>• A scenario role play assessment.</li> <li>• An oral examination.</li> <li>• A written assignment.</li> </ul>
<b>Mode of assessment</b>	For the scenario and oral examination assessments, the assessment is completed online, using the GoToMeetings video conferencing platform For the written assignment assessment, the assessment is completed online using the Surpass platform.
<b>Pass mark</b>	All three parts of the assessment must be passed: <ul style="list-style-type: none"> <li>• Scenario assessment: 10 out of 20 marks (50%).</li> <li>• Oral examination: 20 out of 40 marks (50%).</li> <li>• Written assignment: 15 out of 30 marks (50%).</li> </ul>
<b>Assessment coverage</b>	All learning objectives in the APM Project Professional Qualification syllabus.
<b>Availability</b>	You may study for the qualification at any time of year. The assessment is available on set dates during assessment cycles in February and March, June and July, October and November.
<b>Assessment language</b>	English.
<b>Recommended minimum standard of English</b>	Equivalent to an International English Language Testing System score of 7.0 or higher in IELTS tests.

### 3 What is a qualification handbook?

This qualification handbook includes all the key information that you need to know about the APM Project Professional Qualification. This includes time commitments, accreditations, prior knowledge and possible next steps.

The main components are the syllabus and logistical details for the qualification. Learning outcomes in the syllabus provide a high-level overview of the knowledge or skills that you are likely to possess once you have successfully completed the qualification.

The handbook also provides details of the assessment that you will complete at the end of the qualification, and how you will be assessed. The assessment is how you demonstrate that you have achieved the learning outcomes for the qualification.

### 4 Why take the APM Project Professional Qualification?

Being the best project professional requires ongoing learning. Our qualifications enable you to do just that, with the opportunity for professional development taking your expertise to the next level. Completing one of our qualifications shows your commitment to becoming a better project professional and delivering better project outcomes.

The APM Project Professional Qualification assesses your skill and capability to perform in a specific project environment.

It's designed for people who can draw on a broad range of knowledge established through experience and personal development. Topics included in the qualification include leadership, developing teams, conflict management, stakeholder management, governance, reviews, change control, budgets, risk management, issue management and integrated planning.

The aims of the qualification are to support you in:

- Further developing your project management competence.
- Consolidating your project management capability and what you already know.

The qualification is intended to help you achieve the core competences across all areas of project management, that will support you to succeed as a project professional and develop your career through a structured and tailored personal development route.

### 5 Qualification level and accreditation

Our qualifications are recognised both nationally and internationally. The APM Project Professional Qualification is recognised on the Scottish Credit and Qualifications Framework (SCQF). This means that it's been externally validated by an independent body.

The level of a qualification shows how difficult the learning is. The APM Project Professional Qualification is accredited at Level 9 on the SCQF. This is the third level for higher education qualifications on the framework. Job roles at SCQF Level 9 may involve providing advice or support in a specialised technical or professional field to organisations or large departments and making recommendations on managing complex processes, situations, or issues.

SCQF Level 9 is equivalent in difficulty to:

- Level 6 on the Regulated Qualifications Framework (RQF), which applies to England, Wales and Northern Ireland.
- Level 6 on the European Qualifications Framework (EQF).

## 6 Prior knowledge, understanding and experience

The APM Project Professional Qualification is designed for people who already have experience working in project management and who are looking to take the next step in their career.

There are no mandatory requirements that you must complete before you start studying for the APM Project Professional Qualification. However, you will most likely:

- Be working in a project environment as a project manager.
- Have experience of working as a project manager and are looking to take the next step in your career.
- Hold the APM Project Management Qualification or equivalent.
- Want to achieve the Chartered Project Professional standard.

If you don't already have any of the experiences referred to above, you might want to take our APM Project Management Qualification before studying for the Project Professional Qualification.

## 7 Studying for the qualification

### a) Study options

There are two study options for the APM Project Professional Qualification:

- Study with an APM Accredited Training Provider.
- Self-study with an open online exam.

Our Accredited Training Providers offer the qualification in many different formats including classroom, e-learning, distance learning, public and in-house courses. [Information on our website](#) will help you to find the training provider and course that is right for you.

The self-study option is known as the [APM Project Professional Qualification open online exam](#); it is an assessment-only route. This option is perfect if you want to gain a broad understanding of the principles of the profession, but don't require training. It allows you to complete your studies independently and then complete the assessment at a time and place that suits you within one of the three assessment cycles. Assessment cycles are held each year in February and March, June and July, October and November.

The self-study route is suitable if you:

- Are looking to re-take the assessment.
- Are an international project professional candidate, who is studying in a location where training may not be available.
- Want to self-study.
- Have significant pre-existing project management knowledge and experience.

### b) Support materials

Resources to help support your study for the APM Project Professional Qualification include:

- [The APM Competence Framework](#), which is available in an interactive format on our website.
- [The APM Body of Knowledge](#), which is available to purchase via our bookshop and is also available as a free PDF download for APM members.
- [The APM Project Professional Qualification sample assessment materials](#), which are available on our website.

If you're studying with an APM Accredited Training Provider, your course will be accompanied by study materials developed by your training provider. Your APM Accredited Training Provider will be able to advise if you would also benefit from accessing any of the resources listed in this section.

## 8 When can you study and sit the assessment?

The APM Project Professional Qualification is available during three assessment cycles throughout the year. These take place in February and March, June and July, October and November.

If you'd like to study with an APM Accredited Training Provider, please see the [information on our website](#) for details. Your APM Accredited Training Provider will advise you of the date, venue/online platform and timing of your assessment.

If you're following the self-study route, you will need to book your open online exam directly with us, for a day and time that suits you. Further details about the open online exam, including booking your assessment, are available on [our website](#).

### a) Cancelling your assessment

You'll be charged a fee if you cancel your exam, or you fail to attend:

- If you cancel less than 10 working days before the assessment, the full fee will apply.
- If you cancel 10 working days or more before the assessment, a cancellation fee will apply.

Details of the cancellation fees are available from the [APM Qualifications Team](#).

If you're unable to attend the assessment due to illness, you must inform us immediately. This should be done either through your organisation, the APM Accredited Training Provider, or directly to the APM Qualifications Team. A medical certificate, signed by a doctor, must be provided within 10 working days of your assessment date.

## 9 Learning hours

We've worked with our APM Training Providers to get an accurate understanding of the average amount of time that candidates will need to commit to completing the qualification:

- 70 hours is the average total time needed to study, revise for and complete the exam (also referred to as *Total Qualification Time*).
- 2 hours 35 minutes is the total assessment length. The assessment comprises of three parts, which are all completed on the same day.
- 40 hours is the typical amount of tutor input on a taught course (also referred to as *Guided Learning Hours*).
- If you're completing a taught course, you will need to complete approximately 28 hours of directed development in addition to the tutor-taught input.
- All candidates should spend some time preparing for the assessment.

## 10 Ensuring equality, diversity and fairness

### a) Accessible exam model

We work hard to ensure that our qualifications are as fair and as accessible as possible for **all** our candidates. The Equality Act 2010 sets out the principles by which our exams and associated question development activities are conducted.

We are committed to making sure that our exams:

- Use appropriate means to allow all candidates to demonstrate their knowledge and understanding of project management and their ability to apply.
- Provide opportunities for all candidates to achieve, irrespective of gender, age, disability or special educational need, social, linguistic or cultural backgrounds.
- Assess content that is familiar to candidates whose studies have followed the APM Project Professional Qualification syllabus and for which they are adequately prepared.
- Are free from stereotyping and discrimination in any form.

## b) Reasonable adjustments

Reasonable adjustments can be made to the assessment conditions in place for the APM Project Professional Qualification. Reasonable adjustments are used to support you if you are experiencing a short- or long-term condition or are regarded as disabled in terms of the Equality Act 2010. All reasonable adjustments are made on an individual basis and will vary from person to person, according to individual's specific needs.

Examples of reasonable adjustments include:

- i Extra time and/or additional rest breaks.
- ii Use of a text reader or screen reader.
- iii Use of a scribe or reader.
- iv Permission to submit handwritten exam scripts.
- v Permission to use specialist equipment.

## i) Application process

All reasonable adjustment requests must be submitted to the [adjustments@apm.org.uk](mailto:adjustments@apm.org.uk) at least 12 working days before your assessment date.

We will consider each request on an individual basis. We will confirm any agreed reasonable adjustments within five working days of receiving your application. However, it may take longer if you do not include the required supporting documentation with your application.

Each agreed adjustment will apply for a period of six months, unless otherwise specified.

## ii) Supporting documentation

You must include current supporting documentation with any request for a reasonable adjustment.

An example of acceptable documentation is a full diagnostic assessment carried out by a psychologist with a practicing certificate, or a specialist teacher holding an assessment practicing certificate.

If you are applying on other grounds, please provide a letter or report from a qualified medical professional, such as a GP, or a psychiatrist. All documentation must be signed and dated. Documents should include details of the diagnosis given, the symptoms you experience and how these could impact upon your ability to undertake the assessment.

Supporting documentation should also include recommendations for reasonable adjustments for your assessments, from both you and the medical professional. Evidence from an employer confirming usual ways of working should also be provided, if relevant.

For further information on acceptable documentation, or for any related queries, please contact the [APM Qualifications Team](#).

# 11 Qualification syllabus

## a) Introduction to the syllabus

This syllabus provides an overview of the content covered within the APM Project Professional Qualification. The majority of learning objectives and learning outcomes are aligned to the *APM Body of knowledge 7th edition* and the *APM Chartered Project Professional Standard* technical knowledge criteria. However, some of the learning outcomes are specific to the APM Project Professional Qualification, and this represents the design of the qualification and requirement to apply skills to a given situation. The syllabus content is also referenced to each of the four main areas within the *APM Competence Framework*:

- setting up for success
- preparing for change
- people and behaviours
- planning, management and deployment



The syllabus is broken down into three broad subject units containing learning objectives and learning outcomes. Learning objectives provide a high-level summary of the learning expected. Learning outcomes provide a greater level of detail regarding the knowledge and understanding that you will have acquired once you have completed the qualification. The wording of each learning outcome indicates your expected proficiency level for this aspect of the learning objective.

The focus of this syllabus is on providing you with information on the areas of content that you will learn during your study for this qualification. Details of how this learning will be assessed are covered in the next section of this handbook.

### **b) Relationship between the syllabus and the *APM Competence Framework***

The *APM Competence Framework* provides information about the competences that are required for effective project, programme and portfolio management. It aims to reflect both current good practice and the future needs of the profession and provides a benchmark for all those engaged in change initiatives. The framework consists of 29 competences, each based around outcomes that project professionals need to achieve.

Each of the four main areas within the framework are referenced within the syllabus so you can easily see how your learning for this qualification directly contributes to improving your level of performance across the *APM Competence Framework*.

Wording of each learning outcome in the syllabus indicates the level of proficiency that you are expected to have achieved once you have successfully completed the APM Project Professional Qualification. However, we recognise that there is considerable variation in project management roles across different organisations. Both your study for the qualification and the practical experience that you gain from your role will influence your level of proficiency. Passing the assessment doesn't require that you complete all parts of the assessment perfectly; it will be possible for you to demonstrate a lower level of proficiency for some competences, than the levels indicated in the syllabus, and still pass the assessment.

### **c) Relationship between the syllabus and the *APM Body of Knowledge***

The *APM Body of Knowledge* reflects the role of project-based working in achieving objectives for change at strategic and operational levels. It's intended for anyone who is interested in understanding more about achieving beneficial change through project-based working.

Key features include:

- An extended project life cycle structure
- Topics covering iterative and linear life cycles, personal wellbeing, PMOs and other strategic functions
- Recommended reading materials, including APM publications
- A comprehensive glossary of key terminology

The content of the *APM Competence Framework* aligns to the *APM Body of Knowledge*.

You should not use the *APM Body of Knowledge* as a study guide for the APM Project Professional Qualification, as not everything in the *APM Body of Knowledge* will be covered in the qualification. Nevertheless, you will find it to be a useful reference tool, which you can use to support your study for the qualification. Content in the assessment will align with terminology and processes included within the *APM Body of Knowledge*.

### **d) Qualification syllabus in detail**

Learning objectives provide a high-level summary of the learning associated with the competence. Learning outcomes reflect the competence criteria that are relevant to APM Project Professional Qualification Learning objectives.

References to the *APM Body of Knowledge*, *APM Competence Framework* and *APM Chartered Project Professional Standard technical knowledge* criteria are given to help you to appreciate the interconnectedness of the knowledge and understanding associated with the different competences.



Unit 1 – Delivering projects through effective leadership and management.				
Learning objective	Learning outcome	APM Competence Framework	APM Body of Knowledge	APM ChPP technical knowledge
1. Provide visionary leadership for a project.	1.1 Critically evaluate ethical, flexible, inspirational and collaborative approaches to the leadership of others in evolving situations.	People and behaviours 15 - Leadership	3.2.2 (Virtual teams) 3.2.4 (Leadership)	5a - Leadership
	1.2 Critically analyse ways in which to engage with a diverse range of individuals and teams to agree aims and objectives which are aligned to a project's strategic goals.		3.2.2 (Virtual teams) 3.2.4 (Leadership)	
	1.3 Critically evaluate environments which encourage and sustain empowered and high-performance teams.		3.2.3 (Team development)	
2. Establish and develop teams to achieve project aims and objectives.	2.1 Critically evaluate the tools, techniques and leadership behaviours which can establish and sustain trust, confidence and collaboration to maintain change momentum within a project.	People and behaviours 15 - Leadership	3.2.3 (Team development)	5a - Leadership
	2.2 Critically analyse how to respond to changes in a project's environment to help ensure individual and team requirements and interests are maintained and supported.		3.2.3 (Team development)	5b - Team Management
	2.3 Critically analyse tools and techniques which are used to develop and maintain an effective team.		3.2.4 (Leadership)	
	2.4 Critically evaluate the role of monitoring and feedback to recognise and discuss individual contributions.		3.2.3 (Team development) 3.2.4 (Leadership) 3.3.1 (Communication)	
	2.5 Critically evaluate the relationship between performance management, the team development cycle and motivation to the success of a project.	People and behaviours 16 - Team Management	3.2.3 (Team development) 3.2.4 (Leadership)	
	2.6 Critically evaluate the extent to which conflict could be used to improve individual and team performance.	People and behaviours 14 - Conflict Resolution	3.2.3 (Team development)	2b - Conflict Resolution

Unit 1 – Delivering projects through effective leadership and management.				
Learning objective	Learning outcome	APM Competence Framework	APM Body of Knowledge	APM ChPP technical knowledge
3. Maintain an engaged and constructive team through a positive approach to conflict management.	3.1 Critically evaluate why and how to act with objectivity, impartiality and honesty when determining the cause of conflict.	People and behaviours 14 - Conflict Resolution	3.1.3 (Engagement and influence) 3.1.5 (Conflict resolution)	2b – Conflict Resolution
	3.2 Critically analyse appropriate actions to take which help ensure conflict is managed and resolved giving respect to each party and with the support of others where required.			
	3.3 Critically evaluate ways in which to address challenges, issues and conflict to reduce any negative impact on a project.			
	3.4 Critically analyse ways in which to maintain an awareness of challenges, issues and conflict within a project team.			
4. Resolve problems taking a logical approach to the problem-solving process.	4.1 Demonstrate an awareness of the impact of problems on the achievement of a project's objectives.	N/A	2.1.2 (Programme shaping) 3.1.3 (Engagement and influence)	N/A
	4.2 Demonstrate how to obtain valid, reliable and timely information to resolve problems.			
	4.3 Demonstrate a logical and recognised approach to problem-solving.		N/A	
	4.4 Demonstrate an awareness of the relationship between problem-solving and decision-making.			
5. Make decisions which support the objectives of a project.	5.1 Demonstrate how to maintain decision making hierarchies within a project.	Setting up for success 2 – Governance Arrangements	Throughout <i>APM Body of Knowledge 7th edition</i>	3a – Governance Arrangements
	5.2 Demonstrate an understanding of how decision-making in a project relates to the organisation's governance structure.			
	5.3 Demonstrate a logical and recognised approach to decision making.	N/A	N/A	N/A

Unit 1 – Delivering projects through effective leadership and management.				
Learning objective	Learning outcome	APM Competence Framework	APM Body of Knowledge	APM ChPP technical knowledge
6. Communicate effectively with stakeholders to achieve a project's objectives.	6.1 Critically analyse ways in which to effectively and appropriately communicate so that the relationship between a project's vision, values and objectives, and organisational strategic objectives are understood by stakeholders.	People and behaviours 15 - Leadership	3.1.1 (Stakeholders) 3.3.1 (Communication)	5a - Leadership
	6.2 Critically evaluate ways in which to communicate throughout a project where interaction with the project team and wider environment is necessary to deliver a project's objectives.	People and behaviours 16 - Team Management	3.3.1 (Communication)	5b - Team Management
	6.3 Demonstrate effective verbal communication to provide information to, and gain information from, stakeholders.	Preparing for change 8 - Reviews	1.2.2 (Linear life cycles) 1.2.3 (Iterative life cycles) 1.2.4 (Hybrid life cycles) 3.3.1 (Communication)	3b - Reviews
7. Negotiate effectively with stakeholders to achieve a project's objectives.	7.1 Demonstrate how to effectively negotiate with internal stakeholders.	Preparing for change 7 - Procurement	3.3.2 (Negotiation)	16 - Procurement
	7.2 Demonstrate how to effectively negotiate with external stakeholders.	Preparing for change 7 - Procurement 11 - Transition Management Planning and managing deployment. 19 - Requirements Management		16 - Procurement 18 - Requirements Management 23 - Transition Management

Unit 2 – Delivering projects through effective governance and oversight				
Learning objective	Learning outcome	APM Competence Framework	APM Body of Knowledge	APM ChPP technical knowledge
1. Establish and maintain the governance structure of a project to ensure alignment to organisational practice.	1.1 Critically evaluate appropriate structures and hierarchies for a project which ensure alignment with the organisation’s structure and are based on the life cycle to be employed.	Setting up for success 2 – Governance Arrangements	1.1.5 (Structural choices) 1.3.8 (Temporary structures) 1.3.10 (Governance boards) 1.2.2 (Linear life cycles) 1.2.3 (Iterative life cycles) 1.2.4 (Hybrid life cycles)	3a – Governance Arrangements
	1.2 Critically evaluate why and how to establish roles, responsibilities and relationships within a project ensuring levels of authority and accountability are accepted by individuals within the project team.		1.3.1 (Governance principles)	
	1.3 Critically evaluate ways in which to establish and maintain the reporting hierarchies and structure during the life of a project.		1.1.5 (Structural choices) 4.2.7 (Resource optimisation)	

Unit 2 – Delivering projects through effective governance and oversight				
Learning objective	Learning outcome	APM Competence Framework	APM Body of Knowledge	APM ChPP technical knowledge
2. Use information to inform reviews and help manage deviations from a project plan.	2.1 Critically evaluate reliable and valid information to review a range of factors at key stages in a project based on the life cycle employed.	People and behaviours 15 - Leadership	2.2.2 (Decision gates) 2.2.3 (Information management) 2.2.4 (Audits and assurance) 1.2.2 (Linear life cycles) 1.2.3 (Iterative life cycles) 1.2.4 (Hybrid life cycles) 4.3.1 (Progress monitoring and reporting)	5a - Leadership
	2.2 Critically evaluate the importance of aligning reviews with organisational, legal and regulatory requirements.	People and behaviours 8 - Reviews	4.3.6 (Change control)	3b - Reviews
	2.3 Critically analyse situations, and how to resolve them, where deviations to a project plan may occur.		2.2.4 (Audits and assurance)	
	2.4 Critically analyse reasons for accurately documenting deviations from a project plan.		2.2.4 (Audits and assurance) 4.3.5 (Issue management) 4.3.6 (Change control) 4.3.8 (Quality control)	3b - Reviews

Unit 2 – Delivering projects through effective governance and oversight				
Learning objective	Learning outcome	APM Competence Framework	APM Body of Knowledge	APM ChPP technical knowledge
3. Manage change control processes and protocols.	3.1 Critically evaluate the benefits and features which support the implementation and maintenance of an effective change control process.	Planning and managing deployment 29 – Change Control	4.3.6 (Change control)	2a – Change Control
	3.2 Critically evaluate ways in which to capture, record and review proposed options for change to determine the impact on a project’s scope and objectives.		2.2.3 (Information management) 4.2.3 (Risk analysis)	
	3.3 Critically evaluate why and how to implement and manage approved changes to a project.		4.2.3 (Risk analysis) 4.3.5 (Issue management)	
	3.4 Critically evaluate why and how a trends analysis is used to add value to the management of a project and to inform learning and knowledge management.		2.2.5 (Knowledge management) 4.3.6 (Change control)	

Unit 2 – Delivering projects through effective governance and oversight				
Learning objective	Learning outcome	APM Competence Framework	APM Body of Knowledge	APM ChPP technical knowledge
4. Manage stakeholder influence, interest and engagement for the benefit of a project.	4.1 Critically analyse techniques to determine stakeholder power, influence and interest.	People and behaviours 13 – Stakeholder engagement and communication management	3.1.1 (Stakeholders)	7 – Stakeholder engagement and communication management
	4.2 Critically evaluate why and how to develop and implement a stakeholder engagement and communication plan(s) to engage and influence stakeholders.	Preparing for change 8 – Reviews  People and behaviours 13 – Stakeholder engagement and communication management	3.1.1 (Stakeholders) 3.3.1 (Communication)	3b – Reviews 7 – Stakeholder engagement and communication management
	4.3 Critically analyse ways in which to monitor and amend a stakeholder engagement and communication plan(s) using valid and reliable information from a range of stakeholders.	People and behaviours 13 – Stakeholder engagement and communication management	3.3.1 (Communication)	7 – Stakeholder engagement and communication management
	4.4 Critically evaluate relevant feedback from stakeholders to determine the potential impact on a project based on the life cycle employed.		1.2.2 (Linear life cycles) 1.2.3 (Iterative life cycles) 1.2.4 (Hybrid life cycles) 3.3.1 (Communication)	
	4.5 Critically evaluate why and how to provide relevant stakeholders with financial reports during and at closure of a project.	N/A	4.3.1 (Progress monitoring and reporting)	N/A



Unit 2 – Delivering projects through effective governance and oversight				
Learning objective	Learning outcome	APM Competence Framework	APM Body of Knowledge	APM ChPP technical knowledge
5. Deliver the intended benefits of a project.	5.1 Critically evaluate the importance of confirming the intended benefits are measurable, meaningful to stakeholders and relate to an organisation’s strategic objectives.	Preparing for change 12 - Benefits Management	1.1.4 (Benefits to the organisation)	9 - Benefits Management
	5.2 Critically evaluate ways in which to develop a benefits management strategy which records priorities, timescales and responsibilities.		1.3.7 (Business case) 2.1.2 (Programme shaping)	
	5.3 Critically evaluate the importance of prioritising the achievement of benefits based on their level of contribution to an organisation’s strategic objective.		4.1.1 (Success and benefits)	
	5.4 Critically evaluate ways in which to create a benefits realisation plan considering funding, tracking, monitoring and appropriate indicators and scheduling.		2.3.3 (Adoption and benefits realisation)	
	5.5 Critically evaluate ways in which to maximise achievement of the planned benefits.		Throughout APM Body of Knowledge 7th edition	

Unit 3 – Delivering projects through effective planning and control				
Learning objective	Learning outcome	APM Competence Framework	APM Body of Knowledge	APM ChPP technical knowledge
1. Manage project costs within agreed budgets which supports management of a project.	1.1. Critically evaluate cost tracking tools and techniques in order to manage a project’s budget based on the business case and an understanding of cost estimates.	Planning and managing deployment 26 – Budgeting and cost control	4.2.4 (Estimation) 4.2.8 (Cost planning)	1a – Budgeting and cost control
	1.2. Critically evaluate the importance of cashflow and cashflow forecasting for a project to ensure availability of funds when required and based on the life cycle employed.		1.2.2 (Linear life cycles) 1.2.3 (Iterative life cycles) 1.2.4 (Hybrid life cycles) 4.2.8 (Cost planning)	
	1.3. Critically evaluate why and how to establish cost trends and monitor the financial performance of a project.		4.2.2 (Risk identification) 4.3.1 (Progress monitoring and reporting)	
	1.4. Critically evaluate the importance of cost analysis and its role in adjusting cost management processes, budget allocations and updating final costs.		2.1.5 (Operational adjustments) 4.2.8 (Cost planning) 4.3.4 (Contingency management)	
	1.5. Critically evaluate the importance of completing all financial transactions before project closure.		2.3.5 (Administrative closure of projects)	

Unit 3 – Delivering projects through effective planning and control				
Learning objective	Learning outcome	APM Competence Framework	APM Body of Knowledge	APM ChPP technical knowledge
<p><b>2.</b> Respond to risks to minimise threats and increase opportunities</p>	<p>2.1 Critically analyse qualitative and quantitative approaches to risk identification and analysis throughout a project and based on the life cycle employed.</p>	<p>Planning and managing deployment 28 – Risk and issue management</p>	<p>1.2.2 (Linear life cycles) 1.2.3 (Iterative life cycles) 1.2.4 Hybrid life cycles) 4.2.2 (Risk identification) 4.2.3 (Risk analysis) 4.3.3 (Risk management)</p>	<p>6 – Risk and issue management</p>
	<p>2.2 Critically evaluate why and how to record and plan responses to risks.</p>		<p>4.3.3 (Risk management)</p>	
	<p>2.3 Critically evaluate why and how to implement appropriate responses to risks.</p>		<p>4.3.3 (Risk management) 4.3.6 (Change control)</p>	
	<p>2.4 Critically evaluate the importance of reviewing how risks were managed during a project, the implications of these risks for future projects and managing all open risks at project closure.</p>		<p>2.2.3 (Information management) 2.3.5 (Administrative closure of projects)</p>	
<p><b>3.</b> Respond to issues in a way that supports the management of a project.</p>	<p>3.1 Critically evaluate why and how to record, and plan responses to resolve issues.</p>	<p>Planning and managing deployment. 28 – Risk and issue management</p>	<p>4.3.5 (Issue management)</p>	<p>6 – Risk and issue management</p>
	<p>3.2 Critically evaluate how to implement appropriate responses to issues.</p>			
	<p>3.3 Critically evaluate the importance of reviewing how issues were resolved during a project, and the implications for future projects.</p>		<p>2.2.3 (Information management) 2.3.5 (Administrative closure of projects) 4.3.5 (Issue management) 4.3.6 (Change control)</p>	

Unit 3 – Delivering projects through effective planning and control				
Learning objective	Learning outcome	APM Competence Framework	APM Body of Knowledge	APM ChPP technical knowledge
4. Develop and implement an integrated plan to support the management of a project.	4.1 Critically analyse ways in which to document the outcomes of a project's planning process.	Planning and managing deployment 22 - Integrated Planning	2.3.2 (Transition of project outputs) 4.1.4 (Scope definition) 4.2.3 (Risk analysis)	4a - Integrated Planning
	4.2 Critically analyse ways in which to balance the fundamental components of scope, schedule, resource, budgets, risks and quality to meet project requirements.	N/A	4.1.4 (Scope definition) 4.2.5 (Scheduling – critical path) 4.2.6 (Scheduling – critical chain) 4.2.8 (Cost planning) 4.3.3 (Risk management) 4.3.8 (Quality control)	N/A
	4.3 Critically evaluate the purpose of an integrated plan.	Planning and managing deployment 22 - Integrated Planning	4.2 (Integrated Planning)	4a - Integrated Planning
	4.4 Critically evaluate why and how to monitor the progress of a project against the integrated plan.		4.3.1 (Progress monitoring and reporting)	
	4.5 Critically analyse why and how to adjust an integrated plan based on the progress of a project.		4.3.5 (Issue management) 4.3.6 (Change control)	

## 12 How is the qualification assessed?

### a) Assessment format

The qualification is completed assessed using a skills-based assessment that has been designed to allow you to demonstrate your project management skills and capabilities on difficult projects.

There are three parts to the assessment:

- A scenario assessment.
- An oral examination.
- A written assignment.

All three parts are based on a pre-seen project case study.

The scenario and oral assessment is carried out by two assessors using the online video conferencing software, GoToMeetings. The written assignment assessment is completed online using the Surpass platform.

The scenario assessment lasts for 30 minutes, the oral exam assessment lasts for 50 minutes, and the written assignment assessment has a time limit of 75 minutes, 2 hours 35 minutes in total. All parts of the assessment will take place on the same day. There is no break between the scenario assessment and the oral examination assessment. However, you may take a break before starting the written assignment if you want to.

The written assignment is in the following format:

- Introduction and instruction pages.
- Section 1: GDPR, employer and county selection.
- Section 2: Live examination – Reading time of assessment materials
- Section 3: Live examination – To confirm scenario and oral assessments have been completed and the written assignment assessment.
- Section 4: Survey questions (if applicable).

The assignment is divided into three parts; each part addresses a different learning outcome from the same learning objective. Each part is worth 10 marks, a total of 30 marks

### b) Language of the assessment

Assessments are delivered and assessed in English.

It's important that you have an appropriate level of English language skills to be successful in the qualification.

If your English is at a standard equivalent to one of the following, then you should be able to successfully engage with the qualification:

- An International English Language Testing System (IELTS) score of 7.0 or higher.
- A Pearson Test of English Academic (PTE Academic) of 51 or higher.
- A Common European Framework of Reference (CEFR) level C1 or higher.
- A Test of English as a Foreign Language Internet-based Test (TOEFL iBT) score of 76 or higher.

### c) Assessment coverage

Your assessment will be based on a selection of learning objectives from each of the units in the syllabus for the APM Project Professional Qualification. You will not know in advance which learning objectives or learning outcomes will be included in your assessment.

This table shows the Learning objectives that could be covered in each part of your assessment and are marked with X.

Learning Objective	Scenario assessment	Oral examination	Written assignment
<b>Unit 1 – Delivering projects through effective leadership and management</b>			
1. Provide visionary leadership for a project.		X	
2. Establish and develop teams to achieve project aims and objectives.		X	
3. Maintain an engaged and constructive team through a positive approach to conflict management.		X	X
4. Resolve problems taking a logical approach to the problem-solving process.	X		
5. Make decisions which support the objectives of a project.	X		
6. Communicate effectively with stakeholders to achieve a project's objectives.	X		
7. Negotiate effectively with stakeholders to achieve a project's objectives.	X		
<b>Unit 2 – Delivering projects through effective governance and oversight</b>			
1. Establish and maintain the governance structure of a project to ensure alignment to organisational practice.			X
2. Use information to inform reviews and help manage deviations from a project plan.		X	
3. Manage change control processes and protocols.		X	X
4. Manage stakeholder influence, interest and engagement for the benefit of a project.		X	X
5. Deliver the intended benefits of a project.			X
<b>Unit 3 – Delivering projects through effective planning and control</b>			
1. Manage project costs within agreed budgets which supports management of a project.		X	X
2. Respond to risks to minimise threats and increase opportunities.		X	X
3. Respond to issues in a way that supports the management of a project.		X	X
4. Develop and implement an integrated plan to support the management of a project.		X	X

#### d) Case-studies

There are two pre-seen case studies:

- **Company case study**

- This is publicly available on the APM website.
- Contents: an overview of a fictional company, an overview of the programme of work and profiles of key staff.

- **Project case study**

- This is provided to you four weeks before your assessment.
- Contents: details of a specific project within the company programme.

The assessment focuses on a specific project case study. The overviews of the company and programme will provide you with useful context and background.

Before the day of the assessment, you should familiarise yourself with all aspects of the project case study. You should consider the risks, issues and problems which may be raised during the project.

During the scenario assessment, you will be asked to assume the role of Project Manager for the specific project. Your preparation should include reviewing the case study documents from this perspective.

You are allowed to have a hard copy of both the company synopsis and project case study documents with you for all parts of the assessment. These can be annotated with notes to help you remember particular facts that you think could be relevant during the assessment.

You are **not** allowed to have any other pre-prepared notes with you during the assessment.

As per the rules and regulations you'll not be permitted to access online applications during the assessment.

### e) Scenario assessment

<b>Summary description</b>	<p>The scenario assessment is a role play situation, based on a pre-seen <i>project case study</i>. Assessment is carried out by two assessors; one participates in the scenario and the other is an observer.</p> <p>During the scenario role play, you'll play the role of Project Manager. One of the assessors will take on a different specific role from the case study.</p> <p>The assessment is based on a new event or information, which will affect the project described in the case study.</p>
<b>Duration</b>	<p>You'll be given a <i>Candidate brief</i>, before the start of the assessment and will then have:</p> <ul style="list-style-type: none"> <li>• 10 minutes preparation time, then</li> <li>• 20 minutes for the scenario role play.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Pre-seen <i>project case study</i>: which you may annotate with notes before the assessment.</li> <li>• <i>Candidate brief</i>: which introduces the scenario for the role play.</li> <li>• Pen and paper for making notes during the assessment. The paper must be destroyed at the end of assessment.</li> <li>• A glass of water.</li> </ul>
<b>Administration approach</b>	<p>You'll have 10 minutes preparation time to consider the new information in the candidate brief before the start of the role play. Use this time to make notes on points that you may want to raise during the role play.</p> <p>You should consider how you, as the Project Manager, would react to the new information.</p> <p>The scenario role play will take the form of a meeting between you (as the Project Manager) and the assessor (in their specific role).</p> <p>You may look at the <i>project case study</i> and the <i>candidate brief</i> at any point during the role play.</p>
<b>Syllabus coverage</b>	<p>Unit 1</p> <ul style="list-style-type: none"> <li>• Learning objective: 6. Communicate effectively with stakeholders to achieve a project's objectives.</li> </ul> <p>Plus any <u>one</u> of:</p> <p>Unit 1</p> <ul style="list-style-type: none"> <li>• Learning objective: 4. Resolve problems taking a logical approach to the problem-solving process.</li> <li>• Learning objective: 5. Make decisions which support the objectives of a project.</li> <li>• Learning objective: 7. Negotiate effectively with stakeholders to achieve a project's objectives.</li> </ul> <p>You will not know in advance which of the learning objectives and learning outcomes will be assessed, so you should prepare accordingly.</p>
<b>Additional guidance</b>	<p>We recognise that some candidates will be uncomfortable with the idea of participating in a role play. Please be reassured that you are being assessed on the points that you make during the role play discussion, and how you make these points. You will not be assessed on your acting skills.</p>
<b>Available marks</b>	<p>20 marks in total:</p> <ul style="list-style-type: none"> <li>• 10 marks for effective communication.</li> <li>• 10 marks for either learning objectives on problem solving, decision making or negotiation.</li> </ul>
<b>Minimum pass mark</b>	<ul style="list-style-type: none"> <li>• 10 marks</li> </ul>



## f) Oral examination

<b>Summary description</b>	<p>The oral exam is carried out by two assessors.</p> <p>You will be asked four questions, one for each of four different learning objectives. Each question is split into three parts.</p> <p>The questions are based on information in the pre-seen <i>project case study</i>.</p>
<b>Duration</b>	<p>50 minutes in total.</p> <ul style="list-style-type: none"> <li>Approximately 12 minutes for each question.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Pre seen <i>project case study</i>, which you may annotate with notes before the assessment.</li> <li>Pen and paper for making notes during the assessment. The paper must be destroyed at the end of assessment.</li> <li>A glass of water.</li> </ul>
<b>Administration approach</b>	<p>The assessors will ask you questions related to information in the <i>project case study</i>. You'll be able to refer to the case study document during the examination.</p> <p>You should answer all the questions from your perspective as a project manager. You're not required to continue in the role of project manager in the <i>project case study</i>. However, you should link your response to the <i>project case study</i> situation wherever possible.</p> <p>You may look at the <i>project case study</i> at any point during the oral examination. However, do not spend too long reading it during the assessment as you may waste time.</p> <p>You may return to any questions later in the examination if there's time remaining.</p>
<b>Syllabus coverage</b>	<p>Unit 1</p> <ul style="list-style-type: none"> <li>Learning objective: 1. Provide visionary leadership for a project.</li> <li>Learning objective: 2. Establish and develop teams to achieve project aims and objectives.</li> <li>Learning objective: 3. Maintain an engaged and constructive team through a positive approach to conflict management</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>Learning objective: 2. Use information to inform reviews and help manage deviations from a project plan.</li> <li>Learning objective: 3. Manage change control processes and protocols.</li> <li>Learning objective: 4. Manage stakeholder influence, interest and engagement for the benefit of a project.</li> </ul> <p>Unit 3</p> <ul style="list-style-type: none"> <li>Learning objective: 1. Manage project costs within agreed budgets which supports management of a project.</li> <li>Learning objective: 2. Respond to risks to minimise threats and increase opportunities.</li> <li>Learning objective: 3. Respond to issues in a way that supports the management of a project.</li> <li>Learning objective: 4. Develop and implement an integrated plan to support the management of a project.</li> </ul> <p>You will not know in advance which learning objectives and learning outcomes will be assessed, so you should prepare accordingly.</p>
<b>Available marks</b>	<p>40 marks in total:</p> <ul style="list-style-type: none"> <li>10 marks per question.</li> </ul>
<b>Minimum pass mark</b>	<ul style="list-style-type: none"> <li>20 marks</li> </ul>

### g) Written assignment

<b>Summary description</b>	The written assignment is an online remotely invigilated examination, The written assignment comprises of one question, which is split into three parts. The assignment is based on the pre-seen <i>project case study</i> .
<b>Duration</b>	<ul style="list-style-type: none"> <li>• 60 minutes.</li> <li>• plus 15 minutes preparation/reading time.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Pre-seen <i>project case study</i>, which you may annotate with notes prior to the assessment.</li> <li>• Pen and paper for making notes during the assessment. The paper must be destroyed at the end of assessment.</li> <li>• A glass of water.</li> </ul>
<b>Administration approach</b>	You should answer the question from your perspective as a project manager. You should link your response to the case study situation wherever possible. Your assignment will be marked by a marker, who is approved by APM.
<b>Syllabus coverage</b>	<p>Unit 1</p> <ul style="list-style-type: none"> <li>• Learning objective 3. Maintain an engaged and constructive team through a positive approach to conflict management.</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>• Learning objective 1. Establish and maintain the governance structure of a project to ensure alignment to organisational practice</li> <li>• Learning objective 3. Manage change control processes and protocols.</li> <li>• Learning objective 4. Manage stakeholder influence, interest and engagement for the benefit of a project.</li> <li>• Learning objective 5. Deliver the intended benefits of a project.</li> </ul> <p>Unit 3</p> <ul style="list-style-type: none"> <li>• Learning objective 1. Manage project costs within agreed budgets which supports management of a project.</li> <li>• Learning objective 2. Respond to risks to minimise threats and increase opportunities.</li> <li>• Learning objective 3. Respond to issues in a way that supports the management of a project.</li> <li>• Learning objective 4. Develop and implement an integrated plan to support the management of a project.</li> </ul> <p>Each question part addresses a different learning outcome from the same learning objective. You will not know in advance which learning objective and learning outcomes will be assessed, so you should prepare accordingly.</p>
<b>Available marks</b>	30 marks in total: <ul style="list-style-type: none"> <li>• 10 marks for each question part.</li> </ul>
<b>Minimum pass mark</b>	<ul style="list-style-type: none"> <li>• 15 marks</li> </ul>

### h) Ensuring the validity of the assessment

We've developed a robust approach that is used in development of the APM Project Professional Qualification case studies and assessment materials. We regularly review the qualification to ensure that it continues to reflect advances in project management and incorporate any updates to the syllabus.

All our assessment writers have been trained in best practice in assessment development. Once assessments have been written they are reviewed by the APM Project Professional Qualification Senior Examiner Team before they're confirmed as ready for use.

## 13 Completing your assessment

### a) Preparing for the assessment

Before the day of the assessment, you should:

1. Familiarise yourself with the format of each part of the assessment.
  - Practice using the [sample materials](#) available on our website. We recommend you use these in the same order they are used in the assessment and with a time limit for each assessment:
    - Sample company and project case study.
    - For the **scenario assessment** use Candidate brief scenario 1
    - For the **oral examination** use Sample oral exam questions 1
    - For the **written assignment** use Sample written assignment 1
2. Be comfortable with all the arrangements for the assessment.
  - Preparing in advance will allow your focus to remain on the assessment and not the technology used to deliver the assessment.
  - Make sure you know how to access each part of the assessment and how to use the technology that is needed for the assessment. Please be aware that two different platforms will be used for the online assessments, GoToMeetings video conferencing platform for the scenario and oral examination, and the online Surpass platform for the written assignment.
3. Save the information with your links to the assessment and login information to your computer desktop. This will help you to find them easily on the day of assessment. This information will be sent to you by your APM Accredited Training provider or directly by us.
4. Refer to our [website](#) and '[Frequently asked questions. Online Exam Support: General information and Troubleshooting FAQs](#)' for more details about the online exam experience for the written assignment assessment.

### b) During the assessment

The assessment is split into two parts. The scenario and oral exam assessment will take place together and will last a total of 1 hour 20 minutes followed by the written assignment which has a time limit of 1 hour 15 minutes. You can take a break before the written assignment assessment.

During the scenario and oral exam assessment you should:

- Follow the guidance provided by the assessor.
- Perform a security check before the start of the assessment, when you're asked to do so.
- Not copy any assessment questions or your answers in any way.
- Tear all notes up in front of the camera at the end of the assessment when the assessor tells you to do so.

During the written assignment exam, you should:

- Follow the guidance provided by the invigilator or on screen.
- Perform a security check before you start the exam when you're asked to do so.
- Enter a keycode to start the exam. You will be provided with this at the start of the exam, either onscreen or by an invigilator.
- Not behave in a way that could distract or annoy other candidates, or the invigilator.
- Not navigate away from the exam delivery page or have any other application open.
- Not leave the proctor examination page if taking your examination remotely.
- Not copy any exam questions or your answers in any way.

- Return any notes to the invigilator at the end of the exam, if you are completing the exam in a classroom setting. If you are completing the exam online, please tear all notes up in front of the camera at the end of the exam.

### c) Navigating the written assignment exam

During the exam, your progress and time remaining for the exam are displayed in a progress chart at the top of the screen\*. The timer will show the full duration of the exam.

To respond to the questions and complete the assignment, use the text box below the question to type in your response. The text box has similar formatting to Word, and you have the following options:

- Change font size.
- Change the font to **bold**, *italic*, underline.
- Align the text to left, centre, right.
- Indent the text.

Once you have finished the assessment, and checked your answers, you should click the **Finish** button to submit your answers. Your assessment will automatically be submitted once you have confirmed you wish to finish.

If your exam time allowance expires, your assessment will automatically be submitted.

\*If you've been awarded extra time, the additional time will show in the time remaining display.

### d) Understanding the assessment

During your assessment, take time to understand what is being asked. If you rush you may miss a key point in the question and answer incorrectly as a result.

In the oral exam, you can ask the assessor to repeat the question if that would be helpful.

In your responses to all assessment elements, remember to refer to both:

- the project case study; **and**
- your knowledge of project management theories, tools, and techniques.

It's okay to refer to prior experiences to support an answer. However, it's important that you link what you say back to the case study wherever possible. You should also use appropriate terminology.

There is 15-minute reading time at the start of the written assignment. You should use this time to thoroughly read and understand the question and to start thinking about key points to include in your response before starting your response.

#### i) Command verbs

The oral exam and written assignment questions include command verbs within the question wording. The command verbs used in the questions are the same as those contained within the syllabus learning outcomes. These command verbs will help you to work out what you need to do to answer the question. A command verb is simply an instruction to do something.

This table includes the command verbs that may appear in your assessment and explains how to respond to questions where they appear:

Verb	How to respond in the assessment
<b>Critically evaluate</b>	<p>Used in the oral exam and written assignment assessment.</p> <p><i>It means to form a judgement backed by a range of reliable and valid sources of information and supporting analysis.</i></p> <p>You should identify a range of tools, techniques or theories which are relevant to the question. You should evaluate these, linking the points that you make back to detail in the case study. Finally, you should make a recommendation, ideally in the context of the case study. You should justify your recommendation and provide evidence.</p>
<b>Critically analyse</b>	<p>Used in the oral exam and written assignment assessment.</p> <p><i>It means to examine, in methodical detail, a range of reliable and valid sources of information to interpret or analyse a given subject.</i></p> <p>You should identify a range of tools, techniques or theories that are relevant to the question. For each of these you should provide advantages and disadvantages, strengths and weaknesses. Each point that you make should ideally be supported by evidence from the case study. You do <b>not</b> need to give a recommendation.</p>
<b>Demonstrate</b>	<p>Used in the scenario assessment only.</p> <p><i>It means exhibit by practical means.</i></p> <p>You should refer to tools, techniques or theories that are relevant to the problem posed in the scenario assessment. You should reference information from the case study to show why you believe these tools, techniques or theories may be relevant to addressing the problem.</p>

#### e) Assessment regulations

The following rules on conduct apply to **all** candidates attending an APM exam:

- You are required to provide photo evidence of your identity, immediately before the start of the exam.
- You are **not** permitted to be in the possession of any materials, mobile phones (except for remote invigilation within the written assignment exam where mobile phones are needed), tablets, smart watches, headphones, earphones, equipment, notes, books or other papers at any time during an exam, other than the company and project case study documents.
- You are required to comply with all instructions that are given before and during the exam, either from the assessor, invigilator or on screen. If you don't, your examination could be voided.
- If applicable you are required to comply with decisions made by the assessors or invigilator/remote invigilator. They are required to report all cases of irregularity or improper conduct to APM. They are also empowered to end your exam if you are suspected of misconduct and to exclude you from the remainder of the exam.
- Behaviour that is considered inappropriate or abusive to the assessor, or invigilator/remote invigilator is **not** permitted.
- The copying or reproduction of APM examination questions, your answers to questions or any exam materials anywhere or in any way is **not** permitted.
- Consulting any materials or people outside the room, during periods of authorised absence, while the exam is in progress is not permitted.
- You are not permitted to have any other webpages or applications open during your exam other than the exam delivery page, unless permission has been granted via a reasonable adjustment prior to the exam.
- You must not talk to, or attempt to communicate with, other candidates/individuals during the exam under any circumstances.

The following rules apply specifically if you are attending an APM exam in an **online setting**:

- Background music is not permitted during the exam.
- You are not permitted to have any other webpages or applications open during your exam other than the exam delivery page, unless permission has been granted via a reasonable adjustment prior to the exam.

The following rules apply specifically if you are attending an APM exam in a **classroom setting**:

- You need to arrive at the exam venue 30 minutes prior to the exam start time. Late arrivals will not be permitted entry into the exam room.
- You must not talk to, or attempt to communicate with, other candidates/individuals during the exam under any circumstances.

Full [online examination rules and regulations](#) can be found on the APM website.

## 14 Award of the qualification

### a) Format and provision of results

#### i) Assessment scores

To pass the APM Project Professional Qualification, you must pass all three parts of the assessment. The pass mark for each assessment part is as follows as follows -

- Scenario assessment: 10 out of 20 marks
- Oral examination: 20 out of 40 marks
- Written assignment: 15 out of 30 marks

There are 90 marks available across the whole assessment.

#### ii) Borderline results

If your overall score for the written assignment is a borderline fail, (i.e. within 3 marks of the pass mark) it will automatically be re-marked.

Scores for the scenario assessment and oral examination, are subject to agreement and ratified by the two assessors who administer them; therefore, a re-mark is not offered in the event of a borderline fail.

#### iii) Notification of results

You'll be advised of your results within ten weeks of completing your assessment.

You'll be sent an email which confirms your result and your final mark for each part of the assessment. If you're successful, you'll also be sent a PDF certificate and an email from our partner Credly to claim your digital badge.

If you studied with an APM Accredited Training Provider, they will also be notified of your result.

Please note that we cannot give out results over the telephone.

### b) Assessment results enquiries and appeals

By completing the assessment, you're confirming that you're fit to do so. We will not hear appeals about your well-being during the assessment.

You can find further information on APM's Assessment Results Enquiry Process on the [APM website](#).

### c) Re-sitting the assessment

If you need to re-sit the assessment, you may:

- Re-sit through an APM Accredited Training Provider.
- Re-sit the online open exam.

To register for a re-sit you should:

- Contact your APM Accredited Training Provider.
- Contact [qualifications@apm.org.uk](mailto:qualifications@apm.org.uk) to register to complete the online open exam.

### i) Re-sit eligibility

You are eligible to re-sit one of the assessment parts if:

- You have not previously completed a re-sit of this part of the assessment.
- In your most recent full Project Professional Qualification assessment, you achieved a passing score for the other assessment parts.
- Your most recent full Project Professional Qualification assessment was completed during the last 12 months.

In any other circumstance you will be required to re-sit the complete assessment.

### ii) Re-sit process

You must give APM at least **one month's notice** for any re-sit.

If you need to re-sit either the scenario assessment and/or the oral examination, you must re-sit both assessments together.

You can re-sit an assessment at any time during the year, within or outside the assessment cycle.

- If your re-sit is within the assessment cycle, the project case study being used for that cycle will be used.
- If your re-sit is outside of the assessment cycle, the project case study for the previous assessment cycle will be used.

All re-sits will use a different assessment to your first assessment, but the project case study may be the same.

## 15 Progression beyond this qualification

Once you have successfully completed your APM Project Professional Qualification, you may want to undertake further study, or find out more about some of the areas that you studied in the APM Project Professional Qualification.

You may wish to consider becoming an APM Chartered Project Professional. The APM Project Professional Qualification is a recognised route to the APM Chartered Project Professional standard covering the required technical knowledge, this enables you to apply for chartered status via route one. Further details on the [Chartered Standard](#) can be found on our website.

If you aren't already a member of APM, [becoming a member](#) is another next step to consider. We are the only chartered membership organisation for the project profession, and we have a community of more than 37,000 individual members and more than 450 corporate partnerships. All levels of membership include access to tools and resources that you can use to maintain and develop your understanding of project management.



## Version control

Date	Version	Author	Reason for revision	Sections/page
June 2024	V2	Jayne Skeith	Rules surrounding the company synopsis/case study clarified	Page 22 section d)
September 2024	V2	Jayne Skeith	Email address corrected	Page 29 section c)



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