

General notes

The oral exam is based on the Whiteline Domestic project case study 2.3

Candidates can refer to the case study during the oral exam.

This assessment is worth a total of 40 marks.

Four learning outcomes are assessed with 10 marks available per learning outcome.

There are 12 questions that assess learning outcomes across the three Units.

Oral Exam Questions	
Candidate Number	
Exam Date	
Exam Location	

Please take note of the command verbs in each question.

Verb	Definition
<i>Critically evaluate</i>	To form a judgement backed by a range of reliable and valid sources of information and supporting analysis. A critical evaluation must use this backing to reach an informed suggestion, recommendation or finding.
<i>Critically analyse</i>	To examine in methodical detail a range of reliable and valid source of information to interpret or analyse a given subject. A critical analysis does not require any form of judgement (e.g. a recommendation or proposal).
<i>Demonstrate</i>	Exhibit by practical means. (Please note that all demonstrate assessment criteria will be assessed via means of the scenario assessment)

Oral exam brief

The oral exam will follow the basic format below:

- This oral exam is based on the project case study the candidate has already seen.
- Candidates can refer to the project case study during the time allocated.
- There will be two assessors and both will ask questions based on the project case study.
- The questions are designed to assess the candidate's knowledge in the role of project manager.
- The oral exam will last 50 minutes.
- This assessment is worth a total of 40 marks.

Oral exam questions

The oral exam questions will follow the basic format below:

- Each learning outcome is assessed with three questions that assess across the assessment criteria for that learning outcome.
- Marks are awarded for each learning outcome based on the answers to the three questions asked.
- Each learning outcome is allocated 12 minutes to answer.

Conducting the oral exam

- Assessors should advise candidates when there are five minutes remaining (i.e. after 45 minutes).
- If the candidate appears to have finished early, remind them how long is left and enquire if there is anything else they'd like to ask or add for any question, or whether they've finished.
- If they've finished, please remain silent and allow the candidate that time for reflection.
- Whilst there is time remaining in the assessment, the candidate can always add to what they've already said during the assessment.
- The assessment criteria being assessed are shown in the table below.

Assessment

The questions for each learning outcome are listed on the next pages. Assessors should refer to the marking guidance for each assessment criteria and arrive at a joint decision on the marks scored.

There are 10 marks for each learning outcome. Notes should be taken by the assessors to help inform the assessor discussion and decision.

Question 1

Learning outcome	Establish and develop teams to achieve project aims and objectives.	Unit 1, LO 2
Marks	10 marks	
Question part (a)	<u>Critically evaluate</u> two leadership behaviours you could use to build trust and confidence.	AC 2.1
Question part (b)	<u>Critically analyse</u> two different tools and techniques which could be used to bring the project team together and ensure that they are working effectively.	AC 2.3
Question part (c)	There is an established conflict between Toni and Gabrielle, <u>critically evaluate</u> two approaches how this may be utilised to improve the performance of the team.	AC 2.6

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Question 2

Learning outcome	Provide visionary leadership for a project.	Unit 1, LO 1
Marks	10 marks	
Question part (a)	As discussions around moving dates evolve, <u>critically evaluate</u> two different leadership options with consideration as to how you can act both ethically and flexibly.	AC 1.1
Question part (b)	The open plan layout of the office is noted not to have been widely understood by staff. <u>Critically analyse</u> two ways which could have been used to engage with the teams to ensure the aims and objectives were agreed.	AC 1.2
Question part (c)	<u>Critically evaluate</u> the current environment in comparison with an environment which could encourage a high performing team.	AC 1.3

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Question 3

Learning outcome	Manage stakeholder influence, interest and engagement for the benefit of a project.	Unit 2, LO 4
Marks	10 marks	
Question part (a)	Offer a <u>critical analysis</u> of two techniques which could be utilised to ascertain the power, influence and interest of the Board.	AC 4.1
Question part (b)	Discuss an issue within the project which could have been alleviated with the use of a stakeholder management and communication plan. <u>Critically evaluate</u> at least two methods to develop and implement one.	AC 4.2
Question part (c)	Which stakeholders would be interested in receiving regular financial reports and for what reason? <u>Critically evaluate</u> two appropriate methods for providing these reports.	AC 4.5

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Question 4

Learning outcome	Manage project costs within agreed budgets which supports management of a project.	Unit 3, LO 1
Marks	10 marks	
Question part (a)	Based on the project's budget and cost estimates available, <u>critically evaluate</u> two cost tracking tools and techniques you could use to manage this project's budget?	AC 1.1
Question part (b)	<u>Critically evaluate</u> two ways you would use the cost trends to assess the financial performance for this project.	AC 1.3
Question part (c)	Suneeta, the finance director, has requested that all financial transactions are completed before project closure. <u>Critically evaluate</u> the rationale for this request.	AC 1.5

Notes

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