



***Agile Project Management
Syllabus***



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1 Purpose

The purpose of this document is to define the syllabus for the Agile Project Management Examinations.

2 Introduction

The Agile Project Management Handbook provides advice, supported by Hints and Tips based on the DSDM Atern approach, on how to manage a project in an Agile way.

Agile Project Management qualifications are currently offered are two levels: Foundation and Practitioner.

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

The target audience for this document is:

- Examination Candidates
- Examination Board
- Examination Panel
- Accredited Training Organizations.

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

3 Foundation Qualification

3.1 Purpose of the Foundation Qualification

The Foundation-level qualification is aiming to measure whether the candidate has sufficient knowledge and understanding of the Agile Project Management guidance to be able to recognise and distinguish between the key elements of the approach. The Foundation qualification is also a pre-requisite for the Practitioner qualification.

3.2 Target Audience

This qualification is aimed at:

- Practising project managers
- Agile team members who wish to become Agile Project Managers

3.3 High Level Performance Definition of a Successful Foundation Candidate

The candidate should understand the key principles and terminology within the Agile Project Management guidance. Specifically the candidate should understand:

- The underpinning philosophy and principles of Agile
- The lifecycle of an Agile project, including alternative configurations
- The products produced during an Agile project and the purpose of these
- The techniques used and their benefits and limitations
- The roles and responsibilities within an Agile project.

4 Practitioner Qualification

4.1 Purpose and Pre-requisites of the Practitioner Qualification

The Practitioner level qualification is aiming to measure whether the candidate has sufficient knowledge and understanding of the Agile Project Management guidance to apply and tailor it to a given scenario situation. The scenario is designed to allow the candidate to demonstrate competence to begin working as an Agile Project Manager on a non-complex project.

Pre-requisites:

- Agile Project Management Foundation certificate
- or
- DSDM Atern Foundation certificate
- or
- DSDM Advanced Practitioner certificate

4.2 Target Audience

This qualification is aimed at:

- Practising project managers
- Agile team members who wish to become Agile Project Managers

4.3 High Level Performance Definition of a Successful Practitioner Candidate

The candidate should be able to:

- Apply the underpinning philosophy and principles of Agile DSDM Atern in a project situation
- Appropriately configure the lifecycle of an Agile project to a given scenario
- Produce and evaluate the content of Agile products produced during an Agile project in a given scenario
- Apply the following Agile techniques in a project situation: Facilitated Workshops; MoSCoW prioritisation; Iterative Development; Modelling; Timeboxing;
- Identify the Agile techniques to be used for a given situation within a scenario
- Understand the roles and responsibilities within an Agile project and correctly determine the appropriate personnel to fulfil these roles within a given scenario
- Understand the mechanisms for control of an Agile Project which are specific to an Agile project
- Understand in outline how to test, estimate and measure progress in an Agile project
- Describe the agile approach to managing requirements and identify action to rectify problems with requirements within an Agile project from a given scenario

5 Learning Outcomes Assessment Model

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

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

This structured approach helps to ensure:

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

5.1 Agile Project Management Learning Outcome Assessment Model

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

AGILE PROJECT MANAGEMENT Learning Outcomes Assessment Model				
	1. Knowledge	2. Comprehension	3. Application	4. Analysis
Generic Definition from APMG Learning Outcomes Assessment Model	Know key facts, terms and concepts from the manual/guidance	Understand key concepts from the manual/guidance	Be able to apply key concepts relating to the syllabus area for a given scenario	Be able to identify, analyse and distinguish between appropriate and inappropriate use of the method/guidance
Qualification Learning Outcome Assessment Model	Know key facts, including terms, concepts, principles, life cycle phases and components, products, techniques, roles and responsibilities from the manual.	Understand the concepts, principles, lifecycle, products, roles and responsibilities, core techniques and project management controls explain how these are applied to manage an Agile project effectively.	Be able to: <ul style="list-style-type: none"> (i) Use the Agile approach to project management (ii) Use appropriate information and techniques to identify and implement the correct variant of the lifecycle (iii) Select and describe the application of the appropriate Agile core techniques (iv) Define an appropriate Agile project and solution development team for a given scenario. 	Be able to identify, analyse and distinguish between appropriate and inappropriate use of the method/guidance given in the Agile Project Management Handbook for a given scenario situation

6 Syllabus Presentation

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

All Foundation level requirements are assumed to have been met for Practitioner level and are not directly assessed again, although Foundation level knowledge and understanding will be used when demonstrating Practitioner application and analysis learning outcomes. Each of the syllabus areas is presented in a similar format as follows:

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

7 Syllabus Areas

Syllabus Area Code	Syllabus Area Title
LP	Lifecycle and Products
PR	People and Roles
TE	Techniques
CO	Control

Notes

This is an open-book examination in which the Agile Project Management handbook may be used, but no additional notes of staples pages may be taken into the exam.

Syllabus Area Code LP		Syllabus Area : <i>Agile Project Management Syllabus Area (LP)</i> Theme: <i>Lifecycle and Products</i>	Foundation	Practitioner	Primary Manual Reference
Level	Topic				
Know fact, terms and concepts relating to the syllabus area. Specifically to recall:					
01	01	The Lifecycle phases.	Y		6.1
01	02	Configuring the lifecycle.	Y		14
01	03	What is meant by Quality in an Agile project?	Y		18.1
01	04	Where planning is used in an Agile project.	Y		19.1 – 19.4
01	05	The differences between traditional and Agile project planning.	Y		1.2, 1.3
01	06	The Agile testing Concepts.	Y		23.2
01	07	The techniques to help build quality.	Y		18.4
01	08	The Instrumental Success Factors	Y		5.1
01	09	The benefits of using Atern	Y		1.6
01	10	What is Atern and Agile Project Management	Y		1.2, 2.2
Understand how the LP theme is applied throughout the project lifecycle. Specifically to identify:					
02	01	How the process and products add value.	Y	Y	6.1, 8.1 – 8.8
02	02	How the roles relate to the lifecycle.	Y	Y	6.2 – 6.8,
02	03	The differences between Agile and traditional plans.	Y	Y	19.1, 1.2, 1.3
02	04	The differences between Agile plans at different lifecycle phases.	Y	Y	19.2 – 19.5
02	05	The points in a plan where testing is done.	Y	Y	13.2, 11.1, 11.2(Solution Review), 23.3 (iterative development and Timeboxing)
02	06	The links between testing, roles and key techniques, principles.	Y	Y	23.3
02	07	Understand the purpose of the products from each lifecycle phase.	Y	Y	8.2 – 8.7
02	08	The Project Approach Questionnaire as a means of assessing the initial status of a project.	Y	Y	5.2
02	09	How Agile helps to build quality.	Y	Y	18.4, 18.8

Be able to apply and tailor the relevant aspects of the LP theme to a project scenario when configuring the lifecycle and completing elements of major products				
Specifically to:				
03	01	Identify appropriate information, using the suggested composition, for inclusion in the Agile products: <ol style="list-style-type: none"> 1. Terms of Reference 2. Feasibility Assessment 3. Outline Plan 4. Business Foundations 5. Prioritised Requirements List 6. Solution Foundations 7. Management foundations 8. Delivery Plan 9. Delivery Control Pack 10. Evolving Solution 11. Solution Assurance Pack 12. Deployment Plan 13. Benefits Realisation Plan 14. Timebox Plan 15. Timebox Review Record 16. Deployed Solution 17. Project Review Report 18. Benefits Assessment 	Y	8.1 – 8.7
03	02	Identify the recommended actions when completing the: <ol style="list-style-type: none"> 1. Pre-Project Phase 2. Feasibility Phase 3. Foundations Phase 4. Exploration Phase 5. Engineering Phase 6. Deployment Phase 7. Post-Project Phase 	Y	6.2 – 6.8
03	03	Be able to apply the Agile approach to Delivering Quality, tailoring the recommended activities and actions where appropriate.	Y	18
03	04	Be able to apply the Agile approach to Planning, tailoring the recommended activities and actions where appropriate.	Y	19
03	05	Be able to apply the Agile approach to Testing, tailoring the recommended activities and actions where appropriate.	Y	23

Be able to identify, analyse and distinguish between appropriate and inappropriate application of the LP theme to a project scenario					
Specifically to analyse:					
04	01	Whether the products listed in 0301 above, using recommended composition, are fit for purpose, with reasons, and whether the appropriate roles have been involved in their development and maintenance throughout the life of an Agile project.		Y	8, Appendix C
04	02	Whether the recommended actions have been undertaken appropriately, with reasons, and whether the appropriate roles have been involved when carrying out the actions in 0302 above.		Y	6.2 – 6.8 Top Tips P36, Appendix C (for roles)
04	03	Whether activities have been, or are scheduled to be, undertaken appropriately, with reasons, and whether the appropriate roles have been involved in Delivering Quality.		Y	7, 18
04	05	Whether activities have been, or are scheduled to be, undertaken appropriately, with reasons, and whether the appropriate roles have been involved in Planning.		Y	7, 19
04	06	Whether activities have been, or are scheduled to be, undertaken appropriately, with reasons, and whether the appropriate roles have been involved in Testing.		Y	7, 23

Syllabus Area Code PR		Syllabus Area : <i>Agile Project Management Syllabus Area (PR)</i> Theme: <i>People and Roles</i>	Foundation	Practitioner	Primary Manual Reference
Level	Topic				
		Know fact, terms and concepts relating to the syllabus area. Specifically to recall:			
01	01	The roles within an Agile Project Team.	Y		7.1
01	02	The responsibilities of each role.	Y		7.2 – 7.7
01	03	The manner in which an Agile Team works.	Y		21.4.1
01	04	The difference between managing a traditional and an Agile project team.	Y		21.4.2 – 21.4.4
		Understand how the PR theme applies throughout the project life-cycle. Specifically to identify:			
02	01	The team roles and responsibilities.	Y	Y	7.2 – 7.7
02	02	The limits of empowerment of the Agile team.	Y	Y	21.6
		Be able to apply and tailor the relevant aspects of the PR theme to a project scenario. Specifically to:			
03	01	Identify an appropriate Agile team structure and role descriptions, including acceptable role consolidations or sharing.		Y	7.2 – 7.7
03	02	Identify the recommended actions for each of the roles associated with an Agile team		Y	7.2 – 7.7
03	03	Identify the recommended actions when: 1. Managing the Agile approach 2. Monitoring progress 3. Targeting and motivating the team 4. Managing business involvement 5. Escalating issue		Y	21.1 – 21.6

Be able to identify, analyse and distinguish between appropriate and inappropriate application of the PR theme to a project scenario.					
Specifically to analyse:					
04	01	Whether the allocated roles and responsibilities, using the recommended composition, are fit for purpose, with reasons, when considering: <ul style="list-style-type: none"> 1. Empowerment 2. Team Size 3. Skills 4. Availability 5. Motivation 		Y	21.7, 5.1.1 – 5.1.8
04	02	Whether the allocated roles and responsibilities, using recommended composition, are fit for purpose, with reasons.		Y	7.1 – 7.8
04	03	Whether the recommended actions have been undertaken appropriately, with reasons, and whether the appropriate roles have been involved when carrying out the actions in 0303 above.		Y	7, 21

Syllabus Area Code		Syllabus Area :	Foundation	Practitioner	Primary Manual Reference
TE		Agile Project Management Syllabus Area (TE) Theme: Techniques			
Level	Topic				
Know fact, terms and concepts relating to the syllabus area.					
Specifically to recall:					
01	01	The concepts associated with Facilitated Workshops.	Y		9.1, 10.1, 11.1, 12.1, 13.1
01	02	The concepts associated with the MoSCoW approach to prioritisation.	Y		
01	03	The concepts associated with Iterative Development.	Y		
01	04	The concepts associated with Modelling.	Y		
01	05	The concepts associated with Timeboxing.	Y		
Understand how the TE theme applies throughout the project life-cycle.					
Specifically to identify:					
02	01	The use of Facilitated Workshops and how they add value throughout an Agile project.	Y	Y	9.1 – 9.3
02	02	The use of the MoSCoW prioritization approach and how it adds value throughout an Agile project.	Y	Y	10.1 – 10.3
02	03	The use of Iterative Development and how it adds value throughout an Agile project.	Y	Y	11.1 – 11.2
02	04	The use of Modelling and how it adds value throughout an Agile project.	Y	Y	12
02	05	The use of Timeboxing and how it adds value throughout an Agile project.	Y	Y	13.1 – 13.2
Be able to apply and tailor the relevant aspects of the TE theme to a project scenario-based situation.					
Specifically to:					
03	01	Identify how Facilitated Workshops should be used, the roles involved in their use and where in the lifecycle they would be used.		Y	9
03	02	Identify how MoSCoW should be used, the roles involved in its use and where in the lifecycle it would be used.		Y	10
03	03	Identify how Iterative Development should be used, the roles involved in its use and where in the lifecycle it would be used.		Y	11
03	04	Identify how Modelling should be used, the roles involved in its use and where in the lifecycle it would be used.		Y	12
03	05	Identify how Timeboxing should be used , the roles involved in its use and where in the lifecycle it would be used.		Y	13

Be able to identify, analyse and distinguish between appropriate and inappropriate application of the TE theme to a project scenario.					
Specifically to analyse:					
04	01	Whether Facilitated Workshops, undertaken appropriately, with reasons, have been applied effectively, to a project scenario.		Y	9
04	02	Whether the MoSCoW approach to prioritisation, undertaken appropriately, with reasons, has been applied effectively, to a project scenario.		Y	10
04	03	Whether Iterative Development, undertaken appropriately, with reasons, has been applied effectively, to a project scenario.		Y	11
04	05	Whether Modelling, undertaken appropriately, with reasons, has been applied effectively, to a project scenario.		Y	12
04	05	Whether Timeboxing, undertaken appropriately, with reasons, has been applied effectively, to a project scenario.		Y	13

Syllabus Area Code CO		Syllabus Area : <i>Agile Project Management Syllabus Area (CO)</i> Theme: <i>Control</i>	Foundation	Practitioner	Primary Manual Reference
Level	Topic				
Know fact, terms and concepts relating to the syllabus area.					
Specifically to recall:					
01	01	The meaning of Functional and Non-functional requirements.	Y		15.4, 15.5
01	02	The structure and hierarchy of requirements in an Agile project.	Y		15.7
01	03	The Agile approach to estimating and project variables.	Y		16.3
01	04	The Agile approach to Measurement.	Y		17.1 – 17.8
01	05	The Agile approach to Control: the 7 control parameters.	Y		20.2
01	06	The Agile approach to Risk.	Y		22.2 – 22.3
01	07	The Agile approach to Configuration Management.	Y		24.3
01	08	The Atern Principles	Y		4 –
01	09	The Atern Philosophy	Y		3
01	10	The rationale for using Atern	Y		1.5
01	11	The Agile approach to maintainability	Y		18.6
01	12	The Agile approach to project variables	Y		2.2
01	13	The meaning of collaborative planning	Y		19.6
01	14	The Agile approach and appropriate levels of rigour	Y		2.3
Understand how the CO theme applies throughout the project life-cycle.					
Specifically to identify:					
02	01	How the following items are used and add value to an Agile project: <ol style="list-style-type: none"> 1. Requirements 2. Atern Principles 3. Estimating 4. Measurement 5. Control 6. Risk 7. Configuration Management 	Y	Y	4,15,16,17, 20, 22, 24

Be able to apply and tailor the relevant aspects of the CO theme to a project scenario.					
Specifically to:					
03	01	Identify how requirements should be used and any improvements associated their use.		Y	15
03	02	Identify the use of and improvements associated with focusing on Estimating where appropriate,		Y	16
03	03	Identify the use of and improvements associated with focusing on Measurement where appropriate,		Y	17
03	04	Identify the use of and improvements associated with focusing on Control where appropriate,		Y	20
03	05	Identify the use of and improvements associated with focusing on Risk where appropriate.		Y	22
03	06	Identify the use of and improvements associated with focusing on Configuration Management where appropriate,.		Y	24
03	07	Identify how the Atern Principles are applied and any improvements associated with their use		Y	4

Be able to identify, analyse and distinguish between appropriate and inappropriate application of the CO theme to a project scenario.					
Specifically to analyse:					
04	01	Whether Requirements have been applied appropriately, with reasons.		Y	4,15,16,17,20,22, 24
04	02	Whether Estimating has been applied appropriately, with reasons.		Y	16
04	03	Whether Measurement has been applied appropriately, with reasons,		Y	17
04	04	Whether Control has been applied appropriately, with reasons,		Y	20
04	05	Whether Risk has been applied appropriately, with reasons,		Y	22
04	06	Whether Configuration Management has been applied appropriately, with reasons,		Y	24
04	07	Whether the Atern Principles have been applied appropriately, with reasons.		Y	4