



AgilePM®
Agile Project Management
Practitioner Syllabus



August 2024

1 Introduction

AgilePM® was first released in 2010, with over 250,000 people worldwide becoming AgilePM certified by 2025, making AgilePM the most popular agile project management qualification globally.

Scrum evolved simultaneously with AgilePM (formerly called DSDM), but entirely independently of it, and helped shape the Agile Manifesto. It has become the world's most popular agile product delivery approach, with individuals certified by a range of organisations numbering in the millions.

AgilePM version 3 blends the powerful simplicity and potent agility of Scrum for product development, with the fundamentals of AgilePM that bring agility to the much broader project context. Scrum has been chosen here because of its popularity but any agile approach to development that is focused at the development team level would also fit. Examples include DSDM and Kanban (both at the Solution Development Team level), DevOps, eXtreme Programming (XP) and Agile Digital Services – AgileDS (which is based on the increasingly popular UK Government Digital Services standard).

The primary purpose of the syllabus is to provide a basis for accreditation of people involved with AgilePM version 3. It documents the learning outcomes related to the use of AgilePM and describes the scope of the requirements a candidate is expected to meet to demonstrate that these learning outcomes have been achieved at each qualification level.

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 AgilePM 3 Practitioner Design.

2 Practitioner Qualification

2.1 Purpose of the Practitioner Qualification

The purpose of the Practitioner qualification is to measure whether the candidate has sufficient knowledge and understanding of AgilePM version 3 to apply and tailor it in the scenario of a real project. The scenario is designed to allow the candidate to demonstrate they possess the competence to apply the AgilePM approach to a real-world project.

2.2 Target Audience

This qualification is aimed at anyone with responsibility for leading a project who is looking to increase the agility of those projects in the face of Volatility, Uncertainty, Complexity and Ambiguity (VUCA) in their operating/market environment. Specifically, it is targeted at individuals who are, or will be, leaders of or having influence over an Agile project team including: Project Managers; Product Owners; line-of-business managers or leaders with responsibility for delivering business change; solution architects and other roles involved with ensuring quality, integrity and compliance of the business and technical solutions created by the project; and project management officers and any other roles with responsibility for governance of projects individually or as part of a programme or portfolio

2.3 High Level Performance Definition of a Successful Practitioner Candidate

The candidate who meets this High Level Performance Definition should as a minimum be able to recall, recognize and demonstrate understanding of the theories, concepts, models and approaches outlined in guide.

3 Learning Outcomes Assessment Model

Each learning outcome in the High Level Performance Definition requires the candidate to demonstrate specific knowledge and skills. For each learning outcome a number of learning outcome measures are identified which are evaluated in the examination, in accordance with the Examination Design, to confirm that the learning outcome has been achieved. These learning outcome measures are shown as syllabus topics and define the scope of the standard required to achieve the qualification.

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 incorporated this into a Learning Outcomes Assessment Model that is then used to develop each qualification's Assessment Model. The model provides a simple and systematic means for assessing and classifying the learning outcome measures. .

This structured approach helps to ensure:

- The appropriate level is identified for a qualification
- A clear delineation in learning level content between different qualifications
- Wording is standardized and syllabi are presented consistently across APMG's qualification portfolio
- Exam questions and papers are consistent in their design..

The Practitioner qualification tests at levels 2 (understand), 3 (apply) and 4 (analyse).

AgilePM v3 Assessment Model				
	1. Recall	2. Understand	3. Apply	4. Analyse
APMG Learning Level Definition	<i>remember previously learned information</i>	<i>grasp the meaning and make sense of information</i>	<i>use information to perform a skill or task</i>	<i>identify whether information has been used appropriately according to the rules and guidance</i>
Generic APMG Headers <i>For introducing the learning outcome measures (topics) in the Syllabus</i>	Recall terms and key facts about concepts, principles and procedures from the reference material	Understand key facts, concepts, principles and procedures from the reference material	Apply key facts, concepts, principles and procedures to a given scenario	Differentiate between appropriate and inappropriate use of the reference material in a given scenario
Qualification Example	Recall terms and key facts about concepts, roles, principles, phases and approaches relating to the syllabus area	Understand the concepts, roles, principles, processes and approaches relating to the syllabus area	Apply particular practices and approaches relating to the syllabus area to a given scenario	Differentiate between appropriate and inappropriate use of particular approaches and practices within the context of a given scenario

4 Qualification Scope

The definition of scope for each qualification is presented in the syllabus tables at the end of this document. Each syllabus area is a unit of learning that relates to the reference material or training course module.

The following syllabus areas are identified.

Syllabus Area Code	Syllabus Area Title
AF	AgilePM Fundamentals
IC	Individuals and Interactions, Collaboration and Communication
RK	Risk Management and the Project Approach
DE	Defining and Estimating the Work of the Project
PG	Planning and Controlling the Work of the Project, Governance, Compliance and the AgilePM Products

5 Syllabus Presentation

For each syllabus area the learning outcome measures are presented in order of learning level and are introduced by a standard header. There is only one header at each learning level for each syllabus area. The wording in this header is derived from the Assessment Model. Each measure is specific to a learning level.

The scope of each examination is shown by a tick in the respective column to the right of the topic description.

Practitioner qualification requirements are a summation of the Foundation and Practitioner learning outcome measures. All Foundation level requirements are required for Practitioner level but are assumed to have been met 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:

Syllabus Area Code LP [2]		Syllabus Area : <i>AgilePM v3 Syllabus Area (LP) Lifecycle and Products Theme</i> [1]	Foundation	Practitioner	Primary References
Level	Topic				
		Recall terms and key facts about the concepts, principles and procedures relating to syllabus area. [3] Specifically to recall:			
01 [4]	01 [5]	[6] The leadership styles and skills (Goleman): 1. Leadership styles that get results 2. Emotional competencies for leaders	[7] ✓		[8] P175-178 P177-182
01	02				

Key to the Syllabus Area table

1	Syllabus Area	Unit of learning, e.g. course module, key activity area or section of the reference guide.
2	Syllabus Area Code	A unique 2 character code identifying the syllabus area.
3	Learning Level Header	Header introducing the syllabus topics (<i>learning outcome measures</i>) for a given learning level..
4	Level	Learning level of the learning outcome measure..
5	Topic Reference	Number of the topic within the learning level.
6	Topic Description (<i>Learning Outcome Measure</i>)	Precise and specific description of what is required of the candidate to demonstrate that a learning outcome has been achieved.
7	Foundation/Practitioner	Shows at which qualification level the topic is assessed . Note: A measure is only applied at one qualification level.
8	Primary Reference	The main reference supporting the learning outcome measure.

Important Points

The following points about the use of the syllabus should be noted.

5.1 AgilePM v3 Guide References

The AgilePM v3 guide references provided should be considered to be indicative rather than comprehensive, i.e. there may be other valid references within the guidance.

Syllabus Area Code		Syllabus Area :	Practitioner	Primary References
AF		AgilePM Fundamentals (AF)		
Level	Topic			
Understand the concepts, roles, principles, processes and approaches relating to the syllabus area. Specifically to understand:				
02	01	The Philosophy of AgilePM, the components of the AgilePM framework and relationship between them	✓	4.1
02	02	Balancing real world needs, demands and constraints – specifically as they relate to Time, Cost, Quality and Features	✓	4.2
02	03	AgilePM's 8 principles - and how the Process, People, Work-Products and Practices elements of make these principles a reality	✓	4.3

Syllabus Area Code		Syllabus Area :	Practitioner	Primary References
IC		Individuals and Interactions, Collaboration and Communication (IC)		
Level	Topic			
Be able to apply and tailor the relevant aspects of the IN theme to a project scenario. Specifically to:				
03	01	Adopt an appropriate style of Agile Leadership, balancing situational style, effective empowerment and embracing a growth mindset	✓	5.1.1
03	02	Apply the 9 Principles of Agile leadership	✓	5.1.2
03	03	Shape an appropriate agile team structure, including acceptable role consolidations or sharing, as this applies to projects with one or more development teams	✓	5.2
03	04	Identify agile project leadership and team roles, their responsibilities, and appropriate collaborative relationships and channels of communication between them in the context of the overall project organisation	✓	5.3-5.5
Be able to identify, analyse and distinguish between appropriate and inappropriate application of the IN theme to a project scenario. Specifically to analyse, with reasons:				
04	01	Whether the 9 Principles of Agile leadership have been applied appropriately	✓	5.1.2
04	02	Whether the roles and responsibilities, and their interactions, have been allocated appropriately	✓	5.2-5.5
04	03	Whether collaboration and communication is effective	✓	6.2-6.3
04	04	Whether the events and practices of AgilePM and Scrum are appropriately enacted to enable transparency of process and progress	✓	6.4

Syllabus Area Code		Syllabus Area :	Foundation	Primary References
RK		Risk Management and the Project Approach (RK)		
Level	Topic			
Be able to apply and tailor the relevant aspects of the RK theme to a project scenario. Specifically to:				
03	01	Explain how the AgilePM approach, applied with discipline, makes the need for a discrete Risk Management process unnecessary	✓	11.1
03	02	Tailor the Project Approach to mitigate risk	✓	11.2
Be able to identify, analyse and distinguish between appropriate and inappropriate application of the RK theme to a project scenario. Specifically to analyse, with reasons:				
04	01	Differentiate between VUCA-derived risk and Approach-derived risk	✓	11.1
04	02	Identify the relationship between each statement in the Project Approach Questionnaire and the appropriate application of the Principles, Process, People, Work Products and Practices elements of the AgilePM framework	✓	11.2
04	03	Use the Project Approach Questionnaire to identify approach based risk in an AgilePM project context	✓	11.2.2

Syllabus Area Code		Syllabus Area :	Foundation	Primary References
DE		Defining and Estimating the Work of the Project (DE)		
Level	Topic			
Be able to apply and tailor the relevant aspects of the DE theme to a project scenario. Specifically to:				
03	01	Apply key concepts and hierarchy of requirements, goals, backlogs, solutions, products and increments in defining, organising and communicating the work of the project	✓	8.1
03	02	Define the work of the project at a level of detail appropriate to the project lifecycle phase	✓	8.2,10.3
03	03	Estimate the work of the project using approaches appropriate to the project lifecycle phase	✓	8.3
03	04	Apply the MoSCoW rules to the prioritization of Solution and Product Backlogs, in a way that guarantees delivery of the Minimum Usable Subset and aligns the expected outcome of the project with its business case	✓	9.0
Be able to identify, analyse and distinguish between appropriate and inappropriate application of the DE theme to a project scenario. Specifically to analyse, with reasons:				
04	01	Whether the key concepts and hierarchy of requirements, goals, backlogs, solutions, products and increments has been applied appropriately	✓	8.1
04	02	Whether the work of the projects has been defined and prioritised appropriately in accordance with project lifecycle phase objectives and the agile practice of leaving detailed analysis to the last responsible moment	✓	7.0, 8.2, 9.0, 10.3

Syllabus Area Code DE		Syllabus Area : <i>Defining and Estimating the Work of the Project (DE)</i>	Foundation	Primary References
04	03	Whether estimating has been applied appropriately in accordance with project lifecycle phase objectives and the agile practice of leaving detailed analysis to the last responsible moment	✓	8.3

Syllabus Area Code PG		Syllabus Area : <i>Planning and Controlling the Work of the Project, Governance, Compliance and AgilePM Products (PG)</i>	Foundation	Primary References
Level	Topic			
		Be able to apply and tailor the relevant aspects of the PG theme to a project scenario. Specifically to:		
03	01	Apply AgilePM planning concepts appropriately to each phase of the project lifecycle	✓	10.2.2 - 10.3
03	02	Track progress and respond to change in context of the overall project, tranche and Sprint timeboxes	✓	10.4
03	03	Apply appropriate tailoring to the default Scrum development approach to enable multi-team project planning and dependency management	✓	10.5
03	04	Demonstrate control over development when using AgilePM and Scrum	✓	10.6
03	05	Assure regulatory compliance in an Agile project	✓	12.2
03	06	Explain how financial governance in an AgilePM project (with fixed time and cost and controlled scope) differs from traditional projects (with fixed scope and controlled time and cost)	✓	12.3, 9.7
		Be able to identify, analyse and distinguish between appropriate and inappropriate application of the PG theme to a project scenario. Specifically to analyse, with reasons:		
04	01	Whether AgilePM planning concepts have been appropriately applied in accordance with lifecycle phase objectives	✓	10.2, 10.3
04	02	Whether tracking and control concepts have been appropriately applied in accordance with lifecycle phase objectives	✓	10.4
04	03	Analyse the effectiveness of the AgilePM project planning event and associated customization of the default Scrum approach in multi-team project planning and cross-team dependency management.	✓	10.5
04	04	Whether controls have been applied appropriately when using AgilePM and Scrum	✓	10.3, 10.6
04	05	Analyse how regulatory compliance has been integrated with AgilePM approach and the impact it has had on overall agility	✓	12.2
04	06	Whether work-products related to regulatory compliance and financial governance have been applied appropriately throughout each of the project lifecycle phases	✓	12.2-12.3