AXELOS
GLOBAL BEST PRACTICE

P3O®

Syllabus
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1. Introduction

The *Portfolio, Programme and Project Offices (P3O®)* guidance provides advice, supported by discussion and examples, on how to develop a governance structure that helps optimize an organization's investment in change alongside its Business as Usual work.

P3O 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 P3O. It documents the learning outcomes related to the use of P3O and describes the requirements a candidate is expected to fulfil in order to demonstrate that these learning outcomes have been achieved at each qualification level.

The target audience for this document is:
- Exam Board
- Exam Panel
- AXELOS Assessment Team
- Accredited Training Organizations

This syllabus informs the design of the exams and provides accredited training organizations with a breakdown of what the exams will assess. Details on the exam structure and content are documented in the P3O Foundation and Practitioner Designs.

2. Foundation Qualification

2.1 Purpose of the Foundation Qualification

The purpose of the Foundation qualification is to confirm that a candidate has sufficient knowledge and understanding of the P3O guidance to interact effectively with, or act as an informed member of, an office within a P3O model. The Foundation qualification is a pre-requisite for the Practitioner qualification.

2.2 Target Audience

Members of offices within a P3O model or anyone who needs to understand the terminology and concepts underpinning P3O and those wishing to pursue higher level qualifications.

2.3 High Level Performance Definition of a Successful Foundation Candidate

The candidate should understand the key principles and terminology within the P3O guidance. Specifically the candidate should understand the:

- High-level P3O model and its component offices

- Differences between Portfolio, Programme and Project Management

- Key functions and services of a P3O

- Reasons for establishing a P3O model

- Differences between types of P3O model and the factors that influence selection of the most appropriate model

- Processes to implement or re-energize a P3O

- Tools and techniques used by a P3O

- Purpose and major responsibilities of the defined roles

3. Practitioner Qualification

3.1 Purpose of the Practitioner Qualification

The purpose of the Practitioner qualification is to confirm whether the candidate has achieved sufficient knowledge and understanding of the P3O guidance to design, implement, manage or work within any component office of a P3O model. A successful candidate will have an overall understanding of the elements, roles, functions and tools and techniques deployed in a generalised P3O model. Additional training may be required if the candidate is to take up one of the specialist roles in the P3O organization.

3.2 Target Audience

The qualification is aimed at candidates wanting to take an active role in any of the offices described in the P3O model. While it is particularly suited to candidates fulfilling the management, generic or functional roles described in Appendix A of the P3O guide, it will also be relevant others who see the P3O model as a framework for a career path.

3.3 High Level Performance Definition of a Successful Practitioner Candidate

Candidates need to exhibit the competences required for the Foundation qualification and to show that they could apply P3O guidance to the design, implementation and management of a P3O model.

Specifically they need to demonstrate their ability to:

- Develop the business case required to obtain senior management approval for the P3O

- Identify and build the most appropriate P3O model, which will adapt to the organization's needs, taking account of the organization's size and portfolio, programme and project management maturity

- Identify the most appropriate roles required to populate a specified P3O structure

- Plan the implementation of a P3O

- Choose and use appropriate tools and techniques while running the P3O and advising those who shape the portfolio of programmes and projects

4. 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).

AXELOS have adapted this and developed a variation of the Bloom's model – The AXELOS Learning Outcomes Assessment Model, which is used to define the standard for each of the AXELOS's qualifications' learning outcomes assessment models. The resulting qualification model is used as a basis for classifying learning outcomes when developing the syllabus, examinations and qualification schemes.

This structured approach helps to ensure:

- A clear delineation in learning level content between different qualification levels
- Learning outcomes are documented consistently across different areas of the guidance
- Examination questions and papers are created to a consistent level of difficulty

The Foundation qualification examines learning outcomes at levels 1 (knowledge) and 2 (comprehension/understanding). The Practitioner qualification additionally tests learning outcomes 3 (application) and 4 (analysis).

P3O Learning Outcomes Assessment Model			
1.Knowledge	**2. Comprehension**	**3. Application**	**4. Analysis**
Know facts, including terms, concepts, principles, model types and components, tools, techniques, roles and responsibilities from the guidance.	Understand the key concepts, principles, processes, themes, organizational factors and roles and explain their application.	Be able to: (i) Justify a case to develop a P3O model (ii) Use appropriate information and techniques to identify and implement the correct P30 model for an organization (iii) Use tools and techniques appropriately (iv) Identify the functions and services to be provided by a P30 model and the correct roles to implement them for a given scenario.	Be able to, analyse and distinguish between appropriate and inappropriate use of the guidance through appraisal of the justification, planning, design, implementation and running of a P3O model for a given scenario.

5. Syllabus Areas

The syllabus is presented by syllabus areas. This is the unit of learning which may relate to a chapter from the manual/guidance or several concepts commonly grouped together in a training course module.

The following syllabus areas are identified.

Syllabus Area Code	Syllabus Area Title
OV	Overview
BC	Why Have a P3O?
MO	Models and Tailoring
IM	Implement and Re-energize
TT	How to Operate a P3O (including Tools and Techniques)
RO	Roles

Note: Questions based on one syllabus area may refer to material from other sections of the P3O guidance.

6. Syllabus Presentation

For each syllabus area learning outcomes for each learning level are identified. Each learning outcome is then supported by a description of the requirements that a candidate is expected to fulfil in order 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:

Syllabus Area Code PG [2]		Syllabus Area : *P3O Syllabus Area* [1]	Foundation	Practitioner	Primary References
Level	Topic				
Know fact, terms and concepts relating to the *syllabus area*. [3] **Specifically to recall:**					
01 [4]	01 [5]	[6]	[7]		[8]
01	02				

Key to the Syllabus Area table

[1] Syllabus Area — Unit of learning, e.g. chapter of the reference guide or course module.

[2] Syllabus Area Code — A unique 2 character code identifying the syllabus area.

[3] Learning Outcome (topic header shown in bold) — A statement of what a candidate will be expected to know, understand or do.

[4] Level — Classification of the learning outcome against the AXELOS OTE Learning Outcomes Assessment Model.

[5] Topic Reference — Number of the topic within the learning level.

[6] Topic Description — Description of what is required of the candidate to demonstrate that a learning outcome has been achieved at the qualification level indicated.

[7] Foundation/Practitioner — Shows at which qualification level the topic is assessed.

N.B A topic is only assessed at one qualification level.

[8]   Primary Reference   The main reference supporting the topic.

7. Important Points

The following points about the use of the syllabus for the development of different assessments types should be noted by accredited training organizations, their trainers and candidates:

7.1 P3O Guide References

7.1.1   The P3O guide references provided should be considered to be indicative rather than comprehensive, i.e. there may be other valid references within the guidance.

7.1.2   The references provided include sections (e.g. 4.7) and sub-sections (e.g. 4.3.4). Where a specific section is referenced, e.g. 4.9, this refers to that section only – it does not refer to its sub-section, e.g. 4.9.1 to 4.9.5. However, where a range of sections is referenced, e.g. 4.3 – 4.4, all sub-sections of the referenced sections are meant to be included.

7.1.3   In practice, at Practitioner level, questions based on a syllabus topic may require knowledge of material from other sections of the P3O guidance. This will be clear from the context of the question and the scenario.

7.1.4   Some Hints and tips include useful guidance and may be included.

7.2 Numbering within Topic Lines

7.2.1   The syllabus uses numbering within topic lines to clarify detail at a sub-topic level.

7.2.2   Numbering is used to identify sub-topics.

- Questions could be asked on each sub topic. For example, within syllabus area OV level 01 Topic 02, 'What is a P3O', there are sub-topics to show that there are 2 different aspects of this topic that will be assessed at Foundation level**:**
    i.   Definition of a P3O
    ii. The potential elements of a P3O model and their definitions

- Questions may also be asked covering the range of sub-topics, in which case they will have a subtopic code of 00. So, for example, BC030300 is a syllabus topic that includes both its sub-topics.

8. Syllabus Exclusions

8.1.1   Section 1.8, Best-practice guidance, is provided for information only and is not tested in the P3O qualification unless the guidance is specifically mentioned in the body of the guide e.g. P3M3

8.1.2   Appendix C: Model tailoring – case studies. The case studies given in this appendix are not directly examined though candidates should be advised of the value of reading them as a means of understanding the number of permutations of P3O model there can be. Similar models may be used in practitioner papers but these will be described in the scenario and/ or additional information.

8.1.3 Appendix D. The P3O guidance makes reference to additional information on tools and techniques available on the following web link:

http://www.best-management-practice.com/P3-Offices-P3O/

Questions will not be based on the repository as this information is not accessible during the open book practitioner examination.

8.1.4 Examples will not be examined at Foundation level. However the guide uses examples to show application of the guidance and some examples provide additional guidance for practitioners. Guidance embedded in examples may be examined at practitioner level where there is a correlation between the example and the scenario in the practitioner paper.

Syllabus Area Code OV	Syllabus Area: *Overview*	Foundation	Practitioner	P3O Guide Reference
Know facts, terms and concepts relating to the Introduction, the principles of a P3O model and its elements. Specifically to recall:				
Level	Topic			
01	01	Key PPM definitions: 1. PPM 2. Portfolio, programme and project 3. Portfolio, programme and project management 4. Business as Usual	✔		1.2, 1.3, 1.3.1 – 1.3.3 Glossary
01	02	What a P3O is: 1. Definition of P3O 2. The potential elements of a P3O model and their definitions	✔		1.4, Table 1.2
Understand key concepts relating to the Overview, Principles of a P3O model and its elements including the Introduction to P3O. Specifically to identify:				
Level	Topic			
02	01	Key concepts of a P3O: 1. The objectives of and differences between portfolios, programmes and projects 2. The objectives of and differences between portfolio, programme and project management and how they help to deliver change			1.3, 1.3.1-1.3.3, Glossary
02	02	The organizational context of P3O: 1. The relationship between Business as Usual, change and PPM 2. How the elements of a P3O model align to portfolio, programme and project lifecycles	✔		1.3.4, 1.5, Fig 1.1, Fig 1.3
02	03	How a P3O provides a decision-enabling/delivery-support model and how each P3O model element helps to deliver change	✔		1.4, Table 1.2 Fig 1.2, Glossary
02	04	What a P3O is: 1. The relationships between the elements in a P3O model and the organization 2. The objectives and key functions of each P3O model element	✔		1.5.1-1.5.4, Table 1.2 Fig 1.2, Glossary

Syllabus Area Code		Syllabus Area:	Foundation	Practitioner	P3O Guide Reference
OV		*Overview*			
02	05	The governance responsibilities of, and services offered by, a P3O and its links with other aspects of corporate governance	✔		1.6
Summary description of learning level 3 topics					
Level	Topic				
		There are no level 3 topics for Overview			
Summary description of learning level 4 topics					
Level	Topic				
		There are no level 4 topics for Overview			

Syllabus Area Code BC	Syllabus Area: *Why Have a P3O?*	Foundation	Practitioner	P3O Guide Reference
Know facts, terms and concepts relating to the business justification for implementing a P3O. **Specifically to recall:**				
Level	Topic			
01	01	The ways that a P3O can help an organization deliver its strategy: 1. The elements of Business change governance support and enablement 2. The terms 'doing the right programmes and projects' and 'doing programmes and projects right'	✔		2.2, Fig 2.1
Understand key concepts relating to the justification for implementing a P3O. **Specifically to identify:**				
Level	Topic			
02	01	How a P3O can help an organization deliver its strategy and add value, including its role in supporting and enabling business change governance	✔		2.2, 2.3, Fig 2.1
02	02	The Best Management Practice principles for extracting value from programme and project management and how a P3O model can help deliver them	✔		2.2, Table 2.1
02	03	How to recognize stakeholders and the typical requirements of different stakeholders	✔		2.4.1, 2.4.2.2
02	04	The P3O Value Matrix and how it can be used to identify stakeholder needs	✔		2.4.2.2, Fig 2.2
02	05	How to recognize the problem to be solved by establishing the P3Oand the analysis of recent issues and reviews	✔		2.4.2, 2.4.2.1
02	06	The use of P3M3 assessments to identify key P3O functions	✔		2.4.2.3, Fig 2.3
02	07	The role of the outline Vision Statement and initial Blueprint in defining how the P3O will add value	✔		2.4.3, Fig 2.4
02	08	The purpose, typical contents and approach to developing the P3O Business Case	✔		2.4.4.1, 4.2.2.6

Syllabus Area Code BC		Syllabus Area: Why Have a P3O?	Foundation	Practitioner	P3O Guide Reference
02	09	Typical P3O capabilities and linked outcomes, benefit drivers, and the use of a Benefits Map to show relationships between outputs, capabilities, outcomes and benefits	✔		2.4.4.1, 4.2.2.5, Table 2.2, Table 2.3
02	10	Typical constraints and how they impact on implementation	✔		2.4.4.1
02	11	Key Performance Indicators (KPIs): 1. What they are 2. Their purpose 3. How they can be used to measure the success of a P3O	✔		2.4.4.2
02	12	KPIs: 1. Typical KPIs to measure the success of a P3O 2. Minimum areas for setting improvement targets	✔		2.4.4.2, Table 2.4
02	13	Common barriers to P3O implementation and how to overcome them	✔		2.5, 2.5.1-2.5.6
02	14	The approach to maximising the value of a P3O, including: 1. Possible factors which contribute to early restructure or closure of a P3O 2. Investing appropriately in the right P3O model 3. Running the implementation of the P3O as a change programme or project		✔	2.2, 2.3 2.4
02	15	Types of funding models for temporary and permanent offices		✔	2.4.5, 2.4.5.1-2.4.5.2
02	16	Typical timescales for implementing a P3O		✔	2.6
Be able to apply key concepts relating to the justification for implementing a P3O within a given scenario. **Specifically to identify:**					
Level	Topic				
03	01	How a P3O can help deliver change and add value to an organization		✔	2.2-2.3, Fig 2.1, Table 2.1

Syllabus Area Code BC		Syllabus Area: *Why Have a P3O?*	Foundation	Practitioner	P3O Guide Reference
03	02	How to get investment for the P3O, including: 1. Identifying the stakeholders and their interest in different P3O services 2. Using different methods to identify the key problems to be resolved and agree the value and scope of the P3O model 3. Agreeing a clear vision for the P3O, and appropriate information for inclusion in a Vision Statement		✔	2.4.1-2.4.3 incl. figs
03	03	Appropriate approaches to planning the implementation of a P3O as a project or business change programme in order to: 1. Maximise the P3O investment 2. Overcome barriers to successful implementation Including typical timescales for implementation		✔	2.2-2.4 incl. tables, 2.5, 2.6
03	04	How to demonstrate the value of a P3O, including: 1. Appropriate P3O capabilities and linked outcomes 2. The structure and content of a benefits map 3. Appropriate information for inclusion in a business case 4. Appropriate Key Performance Indicators 5. Organizational constraints that may limit the ability to realize the benefits in full		✔	2.4.4, 2.4.4.1-2.4.4.2 incl. tables
03	05	Appropriate cost models for permanent and temporary P3Os		✔	2.4.5, 2.4.5.1-2.4.5.2
Be able to identify, analyse and distinguish between appropriate and inappropriate use of key concepts relating to the justification for implementing a P3O within a given scenario. **Specifically to analyse, with reasons whether:**					
Level	Topic				
04	01	For a P3O investment: 1. Appropriate stakeholders and their interests have been identified appropriately 2. Key problems have been identified 3. The P3O has a clear vision and appropriate information is included in the Vision Statement		✔	2.4.1-2.4.3 incl. figs
04	02	The P3O implementation has been planned appropriately to maximise the investment and overcome barriers to implementation		✔	2.2-2.4 incl. tables, 2.6-2.7

Syllabus Area Code BC		Syllabus Area: *Why Have a P3O?*	Foundation	Practitioner	P3O Guide Reference
04	03	The value of a P3O has been demonstrated appropriately		✓	2.4.4, 2.4.4.1-2.4.4.2 incl. tables
04	04	An appropriate cost model has been applied		✓	2.4.5, 2.4.5.1-2.4.5.2

Syllabus Area Code MO	Syllabus Area: *Models and Tailoring*	Foundation	Practitioner	P3O Guide Reference
Know facts, terms and concepts relating to selecting the right P3O model and its functions and services. **Specifically to recall:**				
Level	Topic			
01	01	The three different functional areas in which the P3O can provide services •	✔		3.1
01	02	The different types of offices which a P3O can consist of, specifically permanent or temporary •	✔		3.2.3
Understand key concepts relating to selecting the right P3O model and its functions and services. **Specifically to identify:**				
Level	Topic			
02	01	The different strategic planning or portfolio support functions offered within a P3O	✔		3.1, 3.3.1, Fig 3.4
02	02	The different delivery support functions offered within a P3O	✔		3.1, 3.3.1, Fig 3.4
02	03	The different centre of excellence (COE) functions or services offered within a P3O	✔		3.1, 3.3.1, Fig 3.4
02	04	Typical factors that may affect the design of the P3O model	✔		3.1
02	05	Where a P3O should report in order to add value to an organization	✔		3.2.1
02	06	The types of P3O models and how they differ for centralized versus decentralized offices	✔		3.2.2, 3.2.2.1-3.2.2.3
02	07	The characteristics and underlying success factors for a P3O model with an organization portfolio office	✔		3.2.2.1, Fig 3.1, Fig 3.2, Table 3.1
02	08	The characteristics and underlying success factors for a P3O model with hub portfolio offices	✔		3.2.2.2, Fig 3.3, Table 3.2
02	09	The characteristics and underlying success factors for a virtual P3O model	✔		3.2.2.3, Table 3.3
02	10	The characteristics and underlying success factors for a temporary P3O model	✔		3.2.3, Table 3.4

Syllabus Area Code MO		Syllabus Area: *Models and Tailoring*	Foundation	Practitioner	P3O Guide Reference
02	11	The reasons for and key considerations of distributed models	✔		3.2.4
02	12	How and why the emphasis of functions and services offered by the different offices in a P3O model can differ	✔		3.3.1-3.3.2, Fig 3.4
02	13	The need to integrate a P3O model with the wider organizational model, the role of the Head of P3O in doing so, and the use of embedded resources	✔		3.3.3, Fig 3.5
02	14	Independent P3O assurance services and how they can be delivered	✔		3.3.4
02	15	How P3O governance services align with the wider organization	✔		3.3.5
02	16	The role of information assurance and the role the P3O will typically play in supporting it	✔		3.3.6
02	17	Typical non-PPM functions which are sometimes undertaken by a P3O and why, and the impact this can have on a P3O	✔		3.3.7
02	18	The key drivers and other factors which should be considered when sizing a P3O	✔		3.5 incl. tables, Fig 3.6
02	19	The different emphasis of functions and services offered by the three different functional areas and levels of governance within a P3O: 1. Strategic planning or portfolio support functions 2. Delivery support functions 3. Centre of Excellence functions or services		✔	3.3.1-3.3.2, Appendix F
02	20	How the main P3O model types found within organizations support the delivery of change, including the functions and services offered by and the relationships between the offices in each model: 1. Organization portfolio office 2. Hub portfolio offices 3. Virtual P3O model		✔	3.1-3.3, Appendix F
02	21	How to size a P3O, including additional considerations for sizing a temporary programme or project office		✔	3.5, 3.5.1-3.5.4 incl. tables
Be able to apply key concepts relating to models and tailoring within a given scenario. **Specifically to identify appropriate:**					
Level	Topic				

Syllabus Area Code MO		Syllabus Area: *Models and Tailoring*	Foundation	Practitioner	P3O Guide Reference
03	01	P3O models, including: 1. Underlying success factors 2. Structures, reporting lines and responsibilities 3. Relationships between the different functional areas		✔	3.1-3.2 incl. figs and tables
03	02	Functions and services which the P3O model should provide, based on its structure and the maturity of the organization, including governance, assurance and information assurance functions and how they should integrate with the wider organization		✔	3.3 incl. sub-sections, Appendix E, Appendix F
03	03	Sizing of a P3O for a permanent or temporary office		✔	3.5 incl. sub-sections
Be able to identify, analyse and distinguish between appropriate and inappropriate use of key concepts relating to P3O models and tailoring within a given scenario. **Specifically to analyse, with reasons:**					
Level	Topic				
04	01	Whether the P3O structures selected are appropriate, including: 1. P3O structure and reporting lines 2. Possible success factors for a P3O model in order to assess the likelihood of success and consequences of failure		✔	3.1-3.2 incl. figs and tables
04	02	Whether the P3O functions and services selected are appropriate based on its structure and the maturity of the organization, and whether it integrates appropriately with the wider organization		✔	3.3 incl. sub-sections, Appendix E, Appendix F
04	02	Whether the resourcing of a P3O model, based on information in a sizing model, is appropriate		✔	3.5 incl. sub-sections

Syllabus Area Code IM		Syllabus Area: *Implement and Re-energize*	Foundation	Practitioner	P3O Guide Reference
Know facts, terms and concepts relating to the processes to implement and re-energize a P3O. **Specifically to recall:**					
Level	Topic				

Syllabus Area Code IM		Syllabus Area: *Implement and Re-energize*	Foundation	Practitioner	P3O Guide Reference
01	01	The key activities in the implementation lifecycle for a permanent P3O and their sequence	✔		Fig 4.1
01	02	The four sections of a typical P3O Blueprint	✔		4.2.2.4
Understand key concepts relating to implementing and re-energising a P3O. **Specifically to identify:**					
Level	Topic				
02	01	The need to use a defined process to implement the P3O, typically based on MSP principles	✔		4.1-4.2
02	02	The key activities and outputs of the Identify process	✔		4.2, 4.2.1, 2.4.1-2.4.3, Fig 4.1
02	03	The key activities and outputs of the Define process	✔		Fig 4.1, 4.2.2 incl. sub-sections and figs, 2.4.4- 2.4.5
02	04	The use and typical content of a P3O Blueprint	✔		4.2.2.4 incl. figs and tables
02	05	Which reports are created at portfolio, programme and project level or by transition management and the typical information flows between the P3O model and senior management and the wider organization	✔		4.2.2.4, Table 4.1
02	06	The key sources of threats to achieving the Blueprint	✔		4.2.2.6
02	07	The key activities and outputs of the Deliver (Deliver Capability/Realize Benefits) and Close processes	✔		Fig 4.1, 4.2.3-4.2.4
02	08	The implementation lifecycle for a temporary programme or project office: 1. The focused set of stakeholders 2. Organizational context 3. Definition and implementation of a temporary programme or project office	✔		4.3, 4.3.1-4.3.2, Table 4.2
02	09	The implementation lifecycle for a temporary programme or project office: 1. Running a temporary office through to delivery 2. Treatment of internal resources	✔		4.3.3-4.3.4, Fig 4.5

Syllabus Area Code IM		Syllabus Area: *Implement and Re-energize*	Foundation	Practitioner	P3O Guide Reference
02	10	The implementation lifecycle for a temporary programme or project office: 1. Closing down a temporary office 2. Recycling	✔		4.3.5-4.3.6
02	11	How PPM maturity will impact on the design, planning and delivery of the P3O Model and the P3O Blueprint		✔	4.2 incl. sub-sections, Fig 4.3
02	12	The key areas of focus in the implementation lifecycle for a temporary programme or project office and how these will influence the temporary P3O lifecycle.		✔	4.3, 4.3.1- 4.3.6, Table 4.2, Fig 4.5
Be able to apply key concepts relating to implementing and/or re-energising a P3O within a given scenario. **Specifically to identify appropriate:**					
Level	Topic				
03	01	Activities to implement or re-energize a permanent P3O.		✔	2.4-2.5 incl. figs and tables, 4.2 incl. sub-sections, figs and tables
03	02	Use of the P3O key implementation outputs, including their content, when they would be produced and updated in the permanent P3O implementation lifecycle and the impact that PPM maturity will have on their design		✔	2.4-2.5 incl. figs and tables, 4.2 incl. sub-sections, figs and tables
03	03	Activities to implement a temporary programme or project office		✔	4.3 incl. sub-sections, figs and tables
Be able to identify, analyse and distinguish between appropriate and inappropriate use of key concepts relating to implementing and/or re-energising a P3O within a given scenario. **Specifically to analyse whether, with reasons:**					
Level	Topic				
04	01	The implementation or re-energizing of a permanent P3O has been undertaken appropriately		✔	2.4-2.5 incl. figs and tables, 4.2 incl. sub-sections, figs and tables
04	02	The P3O key implementation outputs are fit for purpose		✔	2.4-2.6 incl. figs and tables, 4.3 incl. sub-sections, figs and tables
04	03	The activities to implement a temporary programme or project office have been undertaken appropriately		✔	4.3 incl. sub-sections, figs and tables

Syllabus Area Code	Syllabus Area:	Foundation	Practitioner	P3O Guide Reference
TT	*How to operate a P3O (including tools and techniques)*			

Level	Topic	**Know facts, terms and concepts relating to operating a P3O, including the use of tools and techniques.** **Specifically to recall:**			

Level	Topic				
01	01	The three ways tools may be used	✓		5.2

Understand key concepts relating to operating a P3O, including the use of tools and techniques.
Specifically to identify:

Level	Topic		Foundation	Practitioner	P3O Guide Reference
02	01	What tools and techniques are, how they can be used and where they can typically be found within an organization	✓		5.2, 5.6
02	02	Typical benefits of using standard tools and techniques	✓		5.3
02	03	Typical critical success factors that will ensure the successful implementation of tools and techniques: 1. Typical critical success factors 2. How to achieve critical success factors 3. How organizational maturity impacts on successful implementation	✓		5.1, 5.4
02	04	Common P3O tools and their functions	✓		5.5, 5.5.1, Table 5.1
02	05	Typical objectives, uses and benefits of P3O techniques: 1. Portfolio prioritization and optimization 2. Complexity modelling	✓		5.6.1-5.6.2
02	06	Typical objectives, uses and benefits of P3O techniques: 1. Management Dashboards 2. Knowledge Management	✓		5.6.3-5.6.4,
02	07	Typical objectives, uses and benefits of P3O techniques: 1. P3O Information Portal 2. Facilitation - workshop techniques	✓		5.6.5-5.6.6, Table 5.7

Syllabus Area Code TT		Syllabus Area: *How to operate a P3O (including tools and techniques)*	Foundation	Practitioner	P3O Guide Reference
02	08	Typical objectives, uses and benefits of P3O techniques: 1. Skills development and maintenance 2. Business-process swimlanes	✔		5.6.7-5.6.8
02	09	Typical objectives, uses and benefits of P3O techniques: 1. Capacity planning for resource management 2. Assurance, gated reviews and health checks	✔		5.6.9-5.6.10, Glossary
02	10	The factors involved in complexity modelling		✔	5.6.2
02	11	Key questions for selecting and developing a tools requirements document for a PPM solution		✔	5.5.2, Table 5.2
02	12	The factors involved in choosing knowledge management tools and techniques		✔	5.6.4 incl. sub-sections
Be able to apply key concepts relating to the use of tools and techniques within a given scenario. Specifically to identify:					
Level	Topic				
03	01	Critical success factors and benefits of using tools and techniques		✔	5.1-5.4
03	02	Appropriate tools and key questions to ask when selecting enterprise PPM tools		✔	5.5, 5.5.1-5.5.2, Table 5.2
03	03	Which techniques are appropriate to use including when and how to apply and interpret them		✔	5.6, 5.6.1-5.6.10 incl. figs and tables
Be able to identify, analyse and distinguish between appropriate and inappropriate use of key concepts relating to the use of tools and techniques within a given scenario. Specifically to analyse:					
Level	Topic				
04	01	Whether the use of tools and techniques is appropriate, with reasons, and whether they have been tailored appropriately		✔	5.1-5.6 incl. figs and tables
04	02	Critical success factors and benefits and whether they are likely to be achieved through the use of specified tools and techniques		✔	5.1-5.4 incl. figs and tables

Syllabus Area Code RO	Syllabus Area: Roles	Foundation	Practitioner	P3O Guide Reference
Know facts, terms and concepts relating to the roles in a P3O model. **Specifically to recall:**				
Level	Topic			
01 01	The three types of P3O roles and whether a specified P3O role is a management, generic or functional role.	✔		3.4.2, Table 3.5, Table 3.6, Table 3.7
Understand key concepts relating to the roles and responsibilities in a P3O model. **Specifically to identify:**				
Level	Topic			
02 01	The skills and competencies needed for P3O staff	✔		3.4.1
02 02	The purpose, including skills and attributes where stated, of each P3O management role	✔		3.4.2.1, table 3.5, Appendix A.1 incl. sub-sections
02 03	The purpose, including skills and attributes where stated, of each P3O generic role	✔		3.4.2.2, table 3.6, Appendix A.2 incl. sub-sections
02 04	The purpose, including skills and attributes where stated, of each P3O functional role	✔		3.4.2.3, table 3.7, Appendix A.3 incl. sub-sections
02 05	The key responsibilities of each P3O management role	✔		3.4.2.1, table 3.5, Appendix A.1 incl. sub-sections
02 06	The key responsibilities of each P3O generic role	✔		3.4.2.2, table 3.6, Appendix A.2 incl. sub-sections
02 07	The skills and competencies required to fulfill the roles that provide the different services offered by the functional areas within a P3O model		✔	3.4.1-3.4.2 incl. tables, Appendix A, Appendix F
02 08	To which functional area or office in a P3O model each role might be allocated		✔	3.4.1-3.4.2 incl. tables, Appendix A, Appendix F
Be able to apply key concepts relating to the roles and responsibilities in a P3O model within a given scenario. **Specifically to identify appropriate:**				
Level	Topic			

Syllabus Area Code RO		Syllabus Area: *Roles*	Foundation	Practitioner	P3O Guide Reference
03	01	P3O resources, team structure and responsibilities for P3O roles and the P3O office to which they should be appointed		✓	3.4, 3.4.1-3.4.2 incl. tables, Appendix A,
03	02	Skills and competencies required for the P3O roles allocated to a given P3O office		✓	3.4, 3.4.1-3.4.2 incl. tables, Appendix A,
Be able to identify, analyse and distinguish between appropriate and inappropriate application of roles and responsibilities in a P3O model within a given scenario. Specifically to analyse, with reasons whether:					
Level	Topic				
04	01	Resources assigned to P3O roles in a P3O office are suitable and identify the strengths, weaknesses of these appointments as well as the opportunities for optimization of the roles		✓	3.4,3.4.1-3.4.2 incl. tables, Appendix A,