

1 INTRODUCTION

- 1.1 The objectives of the examination are to enable a candidate to demonstrate an understanding of APMP best practices in bid and proposal management, and an ability to apply these in an appropriate way for a given set of circumstances described in a scenario. The Practitioner exam uses objective test questions, which require a candidate to choose a response to a question from a set of choices, only one of which is correct.
- 1.2 The following paragraphs explain the format of the question papers, and the different types of question asked. There are also some suggestions on how to approach answering the various types of question.
- 1.3 The APMP Certification for Practitioner Qualification will remain valid as long as the candidate records ongoing Professional Development in their Personal profile CPD record on the APMP website.
- 1.4 All successful candidates must record a minimum of 40 Continuing Education Units in every 24 month period following their qualification. A list of the activities that qualify for Continuing Education Units and the number of Units applicable to the activities can be found on the APMP website www.apmp.org.

2 STRUCTURE OF THE PAPER

The examination paper consists of three booklets.

- 2.1 The Scenario Booklet will contain one scenario, providing a description of the customer and the business rationale for the opportunity, the objectives of the opportunity, the bidding organizations and their history with the customer, and how they intend to position themselves for the opportunity.
- 2.2 The Scenario Booklet will also provide additional information for one or more of the six questions. Where additional information is to be used, this is clearly stated in bold within the question. **Additional information is only to be used for the question to which it relates.**

If there is no reference to additional information or the Scenario within a question, then candidates should answer the question using only the information contained within the question. **In this case the Scenario provides the background and context to the overall project but not the facts required to answer the question.**
- 2.3 The Question Booklet will contain six questions, each covering a different syllabus area, which will be clearly identified at the beginning of each question.
- 2.4 Each of the six questions contains a number of part questions e.g. A, B, C or D. Each of the 'part-questions' will identify the portion of the examination points allocated to it.
- 2.5 Each part question may have 3, 4, 5 or 6 question lines. Each question line within the part question attracts 1 mark, giving a total of 80 marks.
- 2.6 The pass mark is 40 (50%).
- 2.7 Candidates are expected to answer all questions and part-questions.
- 2.8 The Answer Booklet will contain the answer sheets on which the answers must be given. There will only ever be **one answer** to each question unless it is clearly stated otherwise within the question. If more than one answer is given in the answer booklet, but not required by the question, the response line will be void.

3 **APMP SYLLABUS AREAS ADDRESSED**

The APMP Objective Test Syllabus aligns with the published APMP Syllabus dated 2015. Some of the Key Competency Syllabus Areas have been merged for the purpose of developing the Objective Test Syllabus for Practitioner Certification.

Within the Practitioner Examination, there will be 6 questions. The 6 questions follow a logical bid and proposal lifecycle as shown in the table below:

Practitioner OTE Syllabus Areas
Information Research and Management and Sales Orientation (pre competition)
Planning and Management (during competition)
Development (during competition)
Behaviour and Attitude (during competition)

The full APMP syllabus is available from the APM Group or from an Accredited Training Organization.

4 **TYPES OF QUESTION**

There are four different types of question used within the paper.

- 4.1 **Classic Multiple Choice Questions** – ‘choose **one** from a list of possible options’. The correct response is to be selected from a list of 3 or 4 options.

Using the Scenario, answer the following questions.

Decide whether the approach taken is suitable, and select the response that supports your decision.

- | | |
|---|--|
| 1 | <p>The CSS Opportunity Manager has offered to maintain the Opportunity Plan so that the proposal writing team can continue to refer to this when developing the proposal content?</p> <p>Is this a suitable approach to the proposal development process?</p> <p>A No, because schedule review teams should use the Proposal Plan as a reference.</p> <p>B No, because the Proposal Plan is the only reference point required for reviewing.</p> <p>C Yes, because the Opportunity Plan should evolve to become the Proposal Plan and drive the proposal content.</p> <p>D Yes, because the Opportunity Plan removes the need for a Proposal Plan.</p> |
|---|--|

4.2 **Multiple Response** – ‘choose two correct options from a list of 5 options’.

This question follows exactly the same format as the ‘Classic style’, but more than one answer is required.

It is the **only question type that requires more than one response to gain a mark**. Both responses must be correct to gain a mark. If more or fewer than 2 responses are given, then the answer will be void.

Using the Scenario, answer the following questions about managing the CSS proposal team.

Team members will be drawn from the CSS global network of offices, and WT.

Remember to select **2** answers to each question.

1	<p>Which 2 special considerations will affect the way the CSS proposal team is managed?</p> <p>A A majority of team interactions will be through electronic means.</p> <p>B Many team members will have other organizational roles to fulfill.</p> <p>C There is potential for cultural clashes within the team.</p> <p>D Attendance at daily stand-up reviews will be mandatory for all members.</p> <p>E Team members’ work will have to be prioritized.</p>
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4.3 **Matching** – ‘link items in one list to items in a second list’.

There is **only one correct response** to each question, but options from the second list may be used once, more than once or not at all.

Using the Scenario, answer the following question.

Following the bid/no-bid deliberations, CSS has decided that its bid stands a good chance of winning the SOLACE Event Management opportunity.

The CSS Bid Manager is now reviewing the information provided by the Opportunity Manager about the SOLACE opportunity landscape. Several critical pieces of information appear to be missing.

Column 1 contains a list of missing information about the SOLACE opportunity landscape. For each entry in Column 1, select from Column 2 the primary role responsible for gathering it. Each selection from Column 2 can be used once, more than once or not at all.

	Column 1	Column 2
1	CSS win strategy.	A Account Manager.
2	Up-to-date schedule of bidding resources for the SOLACE Event Management opportunity.	B Opportunity Manager.
3	WT content and collateral.	C Proposal Manager.
		D Teaming Partner.

4.4 **Assertion/Reason** – ‘evaluate two statements (an assertion and a reason), to determine if either, both or neither is true and, if both are true, whether the reason explains why the assertion is true’.

If either statement is false, the answer is selected from options C, D or E.

If both statements are true, a third step is required. If the reason explains why the assertion is true, the answer is A. If it does not, the answer is B.

Answer the following question about decision-making and delegation during the Document Readiness Review of the SOLACE Event Management proposal.

Lines 1 to 3 in the table below consist of an assertion statement and a reason statement. For each line identify the appropriate option, from options A to E, that applies. Each option can be used once, more than once or not at all.

Option	Assertion	Reason	
A	True	True	AND the reason explains the assertion
B	True	True	BUT the reason does not explain the assertion
C	True	False	
D	False	True	
E	False	False	

	Assertion		Reason
1	The CSS Proposal Manager should schedule the Final Document Review to take place before development is scheduled for completion.	BECAUSE	The timing of Final Document Reviews should be at least two weeks before the submittal date on major proposals.
2	The CSS Proposal Manager should invite the same people who reviewed the Proposal Strategy to review the Final Document.	BECAUSE	Compliance reviews examine visuals and graphic elements, including action captions, for consistency and effectiveness.
3	The CSS Opportunity Manager should NOT delegate his responsibility, assuming the lead through to the final review.	BECAUSE	The opportunity team should ultimately maintain responsibility as the opportunity progresses.

For example, in question 1 of the example provided, the assertion statement is true and the Rationale is true. However, the rationale does not directly explain why the Proposal Manager should schedule the Final Document Review to take place before development is scheduled for completion, so the answer is B

In question 2 the assertion is true as it is a best practice to have the same consistent reviewers. The reason describes what should be reviewed in compliance reviews and suggests only graphics are reviewed for compliance which is a false statement. So the answer is C.

In question 3 the assertion and the reason are true. It is a recommendation that the Opportunity Manager should assume the lead through until the final review and this is because the opportunity team should maintain responsibility for the opportunity and the resulting proposal as the opportunity progresses. Therefore, the reason supports the assertion and the answer is A.

There is **only one correct response** to each question, but options can be used once, more than once or not at all.

3 5 LEARNING LEVELS

Part-questions will vary in their level of difficulty depending on the learning objective of the question, as shown in the table below:

APMP 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 analyse and distinguish between appropriate and inappropriate use of the method/guidance for a given scenario situation
APMP Learning Outcome Assessment Model	Know facts, including terms, best practice concepts, principles; processes, and responsibilities from the APMP Body of Knowledge.	Understand concepts, principles and process.	For a given bid or scenario, be able to: <ul style="list-style-type: none"> • Use concepts, principles; process and responsibility best practices appropriately; • Adapt concepts; principles and process best practices appropriately. 	Be able analyse and distinguish between appropriate and inappropriate use of the best practice through appraisal of bid and proposal activities completed or planned or, the events that have occurred a given opportunity scenario.

The focus of the exam is on the application and evaluation of the learning objectives.

A whole APMP Practitioner paper will contain only level 3 and 4 questions.

6 TIME MANAGEMENT

The exam is 2 ½ hours in duration.

Candidates must manage their time in order to complete all questions.

As a general guide, candidates may wish to spend the first 10 -15 minutes reading the scenario information and getting familiar with the layout of the paper.

This would allow 20 minutes to be allocated for each of the six questions, leaving 15 - 20 minutes tolerance for additional reading required for some questions.

This suggested timing is for **guidance only**.

It is expected that some questions may take longer to answer than others due to the question styles and use of additional information.

Reference to the APMP Body of Knowledge is permitted during the exam.

No additional support material is permitted; this includes post it notes (other than tabulation of the sections of the manual) and stapled sheets.

Candidates should be aware of the time constraint upon them. Whilst the APMP body of Knowledge is there for support, as in real life, the time pressure of the exam means that the questions **have not been designed** on the basis that candidates are required or even expected to refer to it to answer the questions.

Its use is "optional". As a guide, a candidate might check the APMP Body of Knowledge once or twice in an exam for a specific point, but any more than that is likely to be counter-productive and is not advised.

7 EDITORIAL NOTES

7.1 Throughout the Scenario Booklet and Question Booklet, title case has been used for all references to APMP best practices tested.

7.2 **Uses of "should", "will" and "must".¹**

"should" - is used to express "obligation": something that is good or important or recommended. It is less strong than must and is used to test whether something should be done in a scenario situation because it is consistent with the principles and recommended practices of APMP.

Consider the following statement:

*"The Account Manager **should** perform the Executive role on the bid"*

Given the scenario information provided, the Account Manager may or may not be the appropriate candidate for a Senior Executive role, in terms of his ability to perform the APMP responsibilities for that role and represent the business interest on the bid. Use of "should" requires the reader to evaluate this.

"must" is used when talking about something that is "necessary" or "has" to occur, i.e. something that is mandatory.

"will" and "is" however, are used to express something definite or indisputable.

Facts that relate to the APMP defined best practices that are being tested.

- to describe generic facts about the APMP concepts, processes, and principles
- facts that are documented in the APMP Body of Knowledge.

¹ Definitions are derived from Michael Swan's 'Practical English Usage'

8 USING THE ANSWER BOOKLET

The Answer Booklets will be read electronically and the results generated by computer. It is therefore essential that candidates follow the instructions given and mark their answers accordingly.


Failure to do so may lead to delay and, in some cases, answers being void.

All answers are given by the candidate filling in 'ovals' that relate to their chosen response, e.g.

	A	B	C	D	E
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

The oval must be filled in **IN PENCIL, NOT PEN**. If a pen is used, the answers will not be marked.

Acceptable ways to complete the answer sheets are either:

 completely filling in the oval or  drawing a line through the centre of the oval, ensuring that between 80-100% is filled.

Any other method, including ticks or crosses, is not acceptable and may not be marked.

If a candidate wishes to change their answer during the exam, the incorrect answer should be erased completely and the correct answer indicated.

If more than one answer is given by the candidate, and the question only requires one answer, the question will score zero.