



PRINCE2[®] Programme Management Practitioner

VERSION 5

Global Best Practice

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programmes to strategy for successful transformation!

Syllabus

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1. Introduction

The MSP® Practitioner qualification is intended for:

- programme managers and aspiring programme managers
- project managers/senior project managers
- business change managers
- operational line managers/staff (for example, process owners) operating within a programme environment
- other key staff involved in the design, development and delivery of programmes, including Programme Board members (for example, senior responsible owner), programme assurance, programme management office personnel
- portfolio management staff
- specialist programme staff.

The MSP® Practitioner exam is intended to assess whether the candidate can demonstrate sufficient ability to apply and tailor the PRINCE2 Programme Management framework (as described in the Syllabus below) to be awarded the MSP® Practitioner qualification. A successful Practitioner candidate should, with suitable direction, be able to start applying the framework to a real programme but may not be sufficiently skilled to do this appropriately for all situations. Their individual programme management expertise, the complexity of the programme, and the support provided for the use of Programme Management in their work environment will all be factors that impact what the practitioner can achieve.

Candidates must hold the MSP® Foundation qualification in order to satisfy the prerequisite requirement for the MSP® Practitioner exam. Evidence of a successful pass must be uploaded to the candidate's PeopleCert portal prior to them sitting the Practitioner exam. Practitioner results will be withheld for those candidates who do not satisfy the prerequisite requirement.

2. Exam overview

Material allowed	PRINCE2 Programme Management Official Book	This is an 'open book' examination. The PRINCE2 Programme Management Official Book is permitted. No materials other than this book and the examination materials may be used in the examination.
Exam duration	2 hours 30 minutes	NOTE: Candidates taking the exam in a language that is not their native or working language may be awarded 25% extra time, that is, 188 minutes in total.
Number of marks	70 marks	Each matching question has three question items to be matched. There are 18 matching question items in addition to 52 standard questions; therefore, there are 70 question items in total in the exam.
Pass mark	42/70	60% or higher – a raw score of 42 marks or above
Level of thinking	Bloom's levels 3 and 4	'Bloom's level' describes the type of thinking needed to answer the question. For Bloom's level 3 questions, candidates need to apply their knowledge to a situation. For Bloom's 4 questions, candidates need to analyse the information provided and reason whether a course of action is effective/appropriate.
Exam format	Scenario booklet with additional information and Question booklet	The candidates should read the 'Programme Scenario', which gives background information about the programme that the questions apply to. For at least one question, candidates will also need to use the 'Additional Information' in the Scenario booklet, which gives information about people who may be working on the programme.
Question types	Standard and matching	The questions are all 'multiple choice'. There is a short description of a situation and then a question. For 'standard' questions (1 mark), candidates are presented with a question and four answer options (A, B, C, D). For 'matching' questions (3 marks), candidates are presented with three pieces of information and are required to choose an answer for each from a list of five or six answer options (A, B, C, D, E, F).

3. Question types

Example of 'standard' question:

What is the purpose of the XXX theme?

- A. To do Q
- B. To do P
- C. To do R
- D. To do S

Example of 'matching' question:

Here are three actions related to XXX.

Which role (A-E) is responsible for each action? Choose only **ONE** role for each action.
Each role can be used once, more than once, or not at all.

1. To do XXX	A. Sponsoring group members
2. To do YYY	B. Senior responsible owner
3. To do ZZZ	C. Programme manager
	D. Business change manager
	E. Programme office lead

Please see the sample paper for an example of the exam format and content.

4. Syllabus

The table below gives a summary of the concepts that are tested in the exam, and the main parts of the Official Book in which these are described (in parentheses). These refer to the section, but not the subsections within it.

Learning Outcome	Assessment Criteria	Bloom's Level	Marks
1. Understand how to apply the PRINCE2 Programme Management principles in context	1.1 Analyse the application of PRINCE2 Programme Management principles in context: (Tables 4.1, 5.1, 6.1, 7.1, 8.1, 9.1, 10.1) a) lead with purpose (2.1) b) collaborate across boundaries (2.2) c) deal with ambiguity (2.3) d) align with priorities (2.4) e) deploy diverse skills (2.5) f) realize measurable benefits (2.6) g) bring pace and value (2.7)	4	7
2. Understand how to apply and tailor relevant aspects of the PRINCE2 Programme Management themes in context	2.1 Assess: a) the component parts of the programme strategy (3.4, Tables 4.3, 5.4, 6.3, 7.3, 8.2, 9.4, 10.3) b) the component parts of the programme plans (3.5, Tables 4.3, 6.3, 7.3, 9.4) c) how to apply the Plan-Do-Check-Act (PDCA) cycle (3.3)	3	2
	2.2 Organization theme (Chapter 4)		
	2.2.1 Apply the PRINCE2 Programme Management requirements for the 'organization' theme, demonstrating an understanding of: a) the key documents required to support the 'organization' theme: - programme strategy: governance approach (including organization structure) (4.3, 4.5, 4.6, Table 4.3) - programme strategy: stakeholder engagement approach (4.11, Table 4.3) - stakeholder engagement and communications plan (4.12, Table 4.3) b) the areas of focus for key roles associated with the 'organization' theme (Table 4.4) c) the recommended programme management team structure (4.5, 4.5.1–3, 4.6.1–3)	3	4
	2.2.2 Analyse whether an approach to applying the 'organization' theme is effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, and the purpose and requirements of the theme (Chapter 4, 1.3, 1.4, 1.5)	4	2
	2.3 Design theme (Chapter 5)		
	2.3.1 Apply the PRINCE2 Programme Management	3	4

Learning Outcome	Assessment Criteria	Bloom's Level	Marks
	requirements for the 'design' theme, demonstrating an understanding of: a) the key documents required to support the 'design' theme: • programme strategy: design approach (5.3, Table 5.4) • vision statement (5.4, Table 5.4) • benefits map (5.5.2, Table 5.4) • benefit profile (5.5.4, Table 5.4) • risk register (5.6, Table 5.4) • target operating model (5.7, 5.7.1, Figure 5.8, Table 5.4) b) the areas of focus for key roles associated with the 'design' theme (Table 5.5) c) the recommended approach to: • the types of benefits and the path to benefits (5.5.1–2, Figure 5.2) • the types of programme risk and risk prioritization (5.6.1–2) • the effectiveness of the target operating model and the gap between the current and future states (5.7, 5.7.1–2)		
	2.3.2 Analyse whether an approach to applying the 'design' theme is effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, and the purpose and requirements of the theme (Chapter 5, 1.3, 1.4, 1.5)	4	2
2.4 Justification theme (Chapter 6)			
	2.4.1 Apply the PRINCE2 Programme Management requirements for the 'justification' theme, demonstrating an understanding of: a) the key documents required to support the 'justification' theme: • programme mandate (6.3, Table 6.3) • programme strategy: funding approach (6.4, Table 6.3) • programme brief (6.5, Table 6.3) • business case (6.6, Table 6.3) • financial plan (6.7, Table 6.3) b) the areas of focus for key roles associated with the 'justification' theme (Table 6.4) c) the recommended approach to the: • financial and non-financial measures of benefits/disbenefits, including justifying the investment (6.6.1, 6.6.1.1–2) • key considerations when validating a business case (6.6.4) • combined effects of risks (6.6.2, Figure 6.4)	3	4

Learning Outcome	Assessment Criteria	Bloom's Level	Marks
	financial planning, including budgets and cash flow, tracking and forecasting, management of financial contingency, and reporting on variances (6.7, 6.7.1–5, 6.6.3)		
	2.4.2 Analyse whether an approach to applying the 'justification' theme is effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, and the purpose and requirements of the theme (Chapter 6, 1.3, 1.4, 1.5)	4	2
	2.5 Structure theme (Chapter 7)		
	2.5.1 Apply the PRINCE2 Programme Management requirements for the 'structure' theme, demonstrating an understanding of: - the key documents required to support the 'structure' theme: - programme strategy: delivery approach (7.3, Table 7.3) - delivery plan, including resourcing, dependencies, transition, and benefits baseline (7.5, Table 7.3) - benefits realization plan (7.8, Table 7.3) - programme strategy: resourcing approach (7.9, Table 7.3) - the areas of focus for key roles associated with the 'structure' theme (Table 7.4) - the recommended approach to: - establishing the appropriate pace (including balancing capacity and ability, and balancing achievability and affordability) (7.4, 7.4.1–2) - delivery planning, including incremental progression, landing points and tranches (7.5) - multimodal delivery (7.6) - dependencies (7.7) - benefits realization planning (7.8) - procurement and supply chain management (7.9.1)	3	4
	2.5.2 Analyse whether an approach to applying the 'structure' theme is effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, and the purpose and requirements of the theme (Chapter 7, 1.3, 1.4, 1.5)	4	2
	2.6 Knowledge theme (Chapter 8)		
	2.6.1 Apply the PRINCE2 Programme Management	3	4

Learning Outcome	Assessment Criteria	Bloom's Level	Marks
	requirements for the 'knowledge' theme, demonstrating an understanding of: a) the key documents required to support the 'knowledge' theme: - programme strategy: knowledge and learning approach (8.3, Table 8.2) - programme strategy: information approach (8.6, Table 8.2) b) the areas of focus for key roles associated with the 'knowledge' theme (Table 8.3) c) the recommended approach to: - knowledge management (8.4) - ensuring lessons are learned (8.5) - information management (8.7)		
	2.6.2 Analyse whether an approach to applying the 'knowledge' theme is effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, and the purpose and requirements of the theme (Chapter 8, 1.3, 1.4, 1.5)	4	2
2.7 Assurance theme (Chapter 9)			
	2.7.1 Apply the PRINCE2 Programme Management requirements for the 'assurance' theme, demonstrating an understanding of: a) the key documents required to support the 'assurance' theme: - programme strategy: assurance approach (9.3, Table 9.4) - assurance plan (9.5, Table 9.4) b) the areas of focus for key roles associated with the 'assurance' theme (Table 9.5) c) the recommended approach to: - assurance at multiple levels (9.4, 9.4.1–3) - assurance planning and activities (9.5, 9.5.1, Table 9.2) - timing and resourcing of assurance activity (9.5.2) - how to plan successful assurance activities (9.5.3, Table 9.3)	3	2
	2.7.2 Analyse whether an approach to applying the 'assurance' theme is effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, and the purpose and requirements of the theme (Chapter 9, 1.3, 1.4, 1.5)	4	2
2.8 Decisions theme (Chapter 10)			
	2.8.1 Apply the PRINCE2 Programme Management requirements for the 'decisions' theme,	3	4

Learning Outcome	Assessment Criteria	Bloom's Level	Marks
	demonstrating an understanding of: a) the key documents required to support the 'decisions' theme: • programme strategy: decision-making approach (10.3, Table 10.3) • programme strategy: issue resolution approach (10.4, Table 10.3) • programme strategy: risk response approach (10.5, Table 10.3) • decision register (10.3, Table 10.3) • issue register (10.4, Table 10.3) b) the areas of focus for key roles associated with the 'decisions' theme (Table 10.4) c) the recommended approach to: • determining appropriate decision points and layers of decision-making (10.3) • resolving issues (10.4) • responding to risks, including generic responses to threats and opportunities (10.5, 10.5.1, Table 10.2) • data-gathering and reporting (10.6, 10.6.1-2) • options analysis (10.7)		
	2.8.2 Analyse whether an approach to applying the 'decisions' theme is effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, and the purpose and requirements of the theme (Chapter 10, 1.3, 1.4, 1.5)	4	2
3. Understand how to apply and tailor relevant aspects of the PRINCE2 Programme Management processes in context	3.1.1 Carry out the 'identify the programme' process, demonstrating an understanding of: a) the activities, inputs, and outputs (12.3, Table 12.1, 12.4.1-7) b) the recommended roles and responsibilities within the process (Table 12.2) c) how the themes may be applied (Table 12.3)	3	2
	3.1.2 Analyse whether the 'identify the programme' process activities, roles, and responsibilities are effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, the themes, and the purpose and objectives of the process (Chapter 12)	4	1
	3.2.1 Carry out the 'design the outcomes' process, demonstrating an understanding of: a) the activities, inputs, and outputs (13.3, Table 13.1, 13.4.1-11) b) the recommended roles and responsibilities within the process (Table 13.2) c) how the themes may be applied (Table 13.3)	3	2

Learning Outcome	Assessment Criteria	Bloom's Level	Marks
	3.2.2 Analyse whether the 'design the outcomes' process activities, roles, and responsibilities are effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, the themes, and the purpose and objectives of the process (Chapter 13)	4	1
	3.3.1 Carry out the 'plan progressive delivery' process, demonstrating an understanding of: a) the activities, inputs, and outputs (14.3, Table 14.1, 14.4.1–6) b) the recommended roles and responsibilities within the process (Table 14.2) c) how the themes may be applied (Table 14.3)	3	2
	3.3.2 Analyse whether the 'plan progressive delivery' process activities, roles, and responsibilities are effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, the themes, and the purpose and objectives of the process (Chapter 14)	4	1
	3.4.1 Carry out the 'deliver the capabilities' process, demonstrating an understanding of: a) the activities, inputs, and outputs (15.3, Table 15.1, 15.4.1–7 (including 15.4.2.1–2)) b) the recommended roles and responsibilities within the process (Table 15.2) c) how the themes may be applied (Table 15.3)	3	2
	3.4.2 Analyse whether the 'deliver the capabilities' process activities, roles, and responsibilities are effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, the themes, and the purpose and objectives of the process (Chapter 15)	4	1
	3.5.1 Carry out the 'embed the outcomes' process, demonstrating an understanding of: a) the activities, inputs, and outputs (16.3, Table 16.1, 16.4.1–6) b) the recommended roles and responsibilities within the process (Table 16.2) c) how the themes may be applied (Table 16.3)	3	2
	3.5.2 Analyse whether the 'embed the outcomes' process activities, roles, and responsibilities are effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, the themes, and the purpose and objectives of the process (Chapter 16)	4	1

Learning Outcome	Assessment Criteria	Bloom's Level	Marks
	3.6.1 Carry out the 'evaluate new information' process, demonstrating an understanding of: a) the activities, inputs, and outputs (17.3, Table 17.1, 17.4.1–5) b) the recommended roles and responsibilities within the process (Table 17.2) c) how the themes may be applied (Table 17.3)	3	2
	3.6.2 Analyse whether the 'evaluate new information' process activities, roles, and responsibilities are effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, the themes, and the purpose and objectives of the process (Chapter 17)	4	1
	3.7.1 Carry out the 'close the programme' process, demonstrating an understanding of: a) the activities, inputs, and outputs (18.3, Table 18.1, 18.4.1–4) b) the recommended roles and responsibilities within the process (Table 18.2) c) how the themes may be applied (Table 18.3)	3	2
	3.7.2 Analyse whether the 'close the programme' process activities, roles, and responsibilities are effective and fit for purpose, taking into consideration: the programme's environment, the PRINCE2 Programme Management principles, the themes, and the purpose and objectives of the process (Chapter 18)	4	1

5. Exam specification

The **MSP® 4 Practitioner exam** consists of **three** (3) sections with the following structure:

Learning Outcome	Weighting %
1. Understand how to apply the PRINCE2 Programme Management principles in context	10.0%
2. Understand how to apply and tailor relevant aspects of the PRINCE2 Programme Management themes in context	60.0%
3. Understand how to apply and tailor relevant aspects of the PRINCE2 Programme Management processes in context	30.0%
Total	100%

Notes

Notes

Thank you for completing this course!

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