



PRINCE2[®] Agile Practitioner

VERSION 2

Global Best Practice

For all organizations and people aiming
to accelerate success through agility!


Syllabus

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Official Training Materials



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1. Introduction

The PRINCE2® Agile Practitioner qualification is intended for anyone involved in projects looking to introduce agile concepts and techniques, as well as for those working in non-project environments looking to adopt agile ways of working. It is also relevant to project management personnel, agile practitioners, project management office members, and other project-related roles, such as business analysts and change managers.

The PRINCE2 Agile Practitioner examination is intended to assess whether a candidate can apply and tailor the PRINCE2 Agile concepts, frameworks, and techniques (as described in the syllabus below). A successful Practitioner candidate will be able to apply the PRINCE2 Agile concepts, frameworks, and techniques to a real-life situation. Their individual PRINCE2 Agile expertise, the complexity of the situation, and the support provided for the use of PRINCE2 Agile in their work environment will all be factors that impact what the Practitioner will achieve.

2. Exam Overview

Material allowed	PRINCE2® Agile Official Book	This is an 'open book' exam. The PRINCE2® Agile Official Book, should be used (and candidates can make notes inside the book), but no other material is allowed.
Exam duration	2 hours 30 minutes	Candidates taking the exam in a language that is not their native or working language may be awarded 25% extra time, i.e. 188 minutes in total.
Number of marks	50 marks	There are 50 questions, each worth 1 mark. There is no negative marking.
Pass mark	30 marks	Candidates will need to get 30 questions correct (60%) to pass the exam.
Level of thinking	Bloom's levels 2, 3, and 4	'Bloom's level' describes the type of thinking needed to answer the question. For Bloom's level 2 questions, candidates need to understand the PRINCE2 Agile concepts, frameworks, and techniques. For Bloom's level 3 questions, candidates need to apply these concepts, frameworks, and techniques in a real-life situation. For Bloom's level 4 questions, candidates need to analyse the information provided and reason whether a course of action is effective/appropriate.
Exam format	Scenario, additional information, and questions	Candidates should read the 'Project Scenario' which gives background information about the project that the questions apply to. For at least one question, candidates will also need to use the scenario 'Additional information' which gives information about people working on the project.
Question types	Standard, Missing word, List, and Negative	The questions are all multiple choice. 'Standard' questions have a stem and four answer options. For the 'missing word' questions, there is a sentence with a word missing, and candidates have to select the missing word from four options. 'Negative' questions are 'standard' questions in which the stem is negatively worded. For the 'list' questions, there is a list of four statements, and candidates have to select two correct statements from the list.

3. Question Types

All questions are Objective Test Questions (OTQs), which present four options from which one option is selected. Distractors (wrong answers) are options that candidates with incomplete knowledge or skill would be likely to choose. These are generally plausible responses relating to the syllabus area being examined. Question styles used within this type are: 'standard', 'missing word', 'list' (2 correct items), and, exceptionally, 'negative' standard OTQs.

Example 'standard' question:

Which is a layer of the Agile Onion?

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

Example 'list' question:

Which **TWO** statements about tailoring are **CORRECT**?

- 1. It does Q
- 2. It does P
- 3. It does R
- 4. It does S

- A. 1 and 2
- B. 2 and 3
- C. 3 and 4
- D. 1 and 4

NOTE: Two of the statements are correct.
List style questions are never negative.

Example 'missing word' question:

Identify the missing word in the following sentence.

A purpose of the [?] practice is to control any deviations causing an exception.

- A. change
- B. plans
- C. progress
- D. risk

Example 'negative' standard question:

Which should **NOT** be used in PRINCE2 Agile?

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

NOTE: Negative questions are only used as an exception, where part of the learning outcome is to know that something should not be done or should not occur.

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, frameworks, and techniques that are tested in the exam, and the main parts of the Official Book in which these are described. The book references refer to the indicated section but not to the subsections within that section, unless stated.

Learning Category	Topic	Assessment Criteria	Bloom's Level
1. Key concepts relating to the agile mindset, people (including organizational change management) and project management	1.1 Agile and the agile mindset	1.1.1 Explain the need for agile and the benefits of 'being' and 'doing' agile (2.4)	BL2
		1.1.2 Explain the difference between 'being agile' and 'doing agile' (2.3.1)	BL2
		1.1.3 Apply the agile mindset, demonstrating an understanding of: a) Agile Onion b) Key characteristics of the agile mindset (2.6, 2.6.1, 2.6.2)	BL3
	1.2 PRINCE2 Agile	1.2.1 Apply the PRINCE2 Project Management principles (5.6.1)	BL3
		1.2.2 Apply agile within the seven aspects of project performance (3.3)	BL3
		1.2.3 Apply the key concepts of agile transformation: • Agile transformation plan (2.7.1) • Agile maturity (2.7.3) • Psychological safety (2.7.4) • Agile sustainability (2.7.5)	BL3
	1.3 The key concept of people (including organizational change management)	1.3.1 Explain the importance of Organizational Change Management (OCM) (4.2.1)	BL2
		1.3.2 Apply the key concepts of OCM, stakeholders, and culture (4.2, including subsections)	BL3
		1.3.3 Apply the key concepts of leading successful teams across the organization (4.3, including subsections)	BL3
		1.3.4 Explain the importance of communication within agile teams: a) co-located	BL2

Learning Category	Topic	Assessment Criteria	Bloom's Level
		b) remote c) hybrid (4.4)	
		1.3.5 Apply the key considerations for building and leading agile teams (4.5)	BL3
	1.4 PRINCE2 Project Management	1.4.1 Understand the PRINCE2 principles, practices and processes (5.2, including subsections, 5.3, including subsections, 5.4, including subsections)	BL2
2. The PRINCE2 Agile practices and their application along with the roles	2.1 The PRINCE2 Agile practices and their application	2.1.1 Understand how the practices are applied in an agile context (5.6, including subsections)	BL2
		2.1.2 Apply the business case practice in an agile context, demonstrating an understanding of: a) the key management products and artifacts recommended to support the business case practice: • project brief • business case/project canvas • benefits management approach • sustainability management approach (6.3.2, including subsections) b) PRINCE2 Agile guidance related to the business case practice (6.3.1) c) other associated agile artifacts and techniques (6.4, including subsections)	BL3
		2.1.3 Analyse whether an approach to applying and tailoring the business case practice is effective and fit for purpose in an agile context, taking into consideration: PRINCE2 Agile guidance, management products and artifacts, and associated agile techniques of the practice (6.3, including	BL4

Learning Category	Topic	Assessment Criteria	Bloom's Level
		subsections, 6.4, including subsections)	
		<p>2.1.4 Apply the organization practice in an agile context, demonstrating an understanding of:</p> <p>a) the key management products and artifacts recommended to support the organization practice:</p> <ul style="list-style-type: none"> • commercial management approach • project management team structure • role descriptions (7.3.2) <p>b) PRINCE2 Agile guidance related to the organization practice (7.3, 7.3.1)</p> <p>c) other associated agile artifacts and techniques (7.4, including subsections)</p>	BL3
		<p>2.1.5 Analyse whether an approach to applying and tailoring the organization practice is effective and fit for purpose in an agile context, taking into consideration: PRINCE2 Agile guidance, management products and artifacts, and associated agile techniques of the practice (7.3, 7.3.1, 7.3.2, 7.4, including subsections)</p>	BL4
		<p>2.1.6 Apply the plans practice in an agile context, demonstrating an understanding of:</p> <p>a) the key management products and artifacts recommended to support the plans practice:</p> <ul style="list-style-type: none"> • plan (project, stage)/release map • team plan • product backlog • project product description/project backlog • work package description • epic user story • user story (8.3.2, including subsections) 	BL3

Learning Category	Topic	Assessment Criteria	Bloom's Level
		b) PRINCE2 Agile guidance related to the plans practice (8.3, 8.3.1, including subsections) c) other associated agile artifacts and techniques (8.4, including subsections)	
		2.1.7 Analyse whether an approach to applying and tailoring the plans practice is effective and fit for purpose in an agile context, taking into consideration: PRINCE2 Agile guidance, management products and artifacts, and associated agile techniques of the practice (8.3, 8.3.1, including subsections, 8.3.2, including subsections, 8.4, including subsections)	BL4
		2.1.8 Apply the quality practice in an agile context, demonstrating an understanding of: a) the key management products, artifacts, and techniques recommended to support the quality practice: <ul style="list-style-type: none"> product description/product backlog quality management approach Definition of Ready Definition of Done quality register product register MoSCoW (9.3.2, including subsections) b) PRINCE2 Agile guidance related to the quality practice (9.3, 9.3.1, including subsections) c) other associated agile artifacts and techniques (9.4, including subsections)	BL3
		2.1.9 Analyse whether an approach to applying and tailoring the quality practice is effective and fit for purpose in an agile context, taking into	BL4

Learning Category	Topic	Assessment Criteria	Bloom's Level
		consideration: PRINCE2 Agile guidance, management products and artifacts, and associated agile techniques of the practice (9.3, 9.3.1, including subsections, 9.3.2, including subsections, 9.4, including subsections)	
		<p>2.1.10 Apply the risk practice in an agile context, demonstrating an understanding of:</p> <p>a) the key management products and artifacts recommended to support the risk practice:</p> <ul style="list-style-type: none"> • risk management approach • risk register • Agilometer (10.3.2, including subsections) <p>b) PRINCE2 Agile guidance related to the risk practice (10.3.1)</p> <p>c) other associated agile artifacts and techniques (10.4, including subsections)</p>	BL3
		<p>2.1.11 Analyse whether an approach to applying and tailoring the risk practice is effective and fit for purpose in an agile context, taking into consideration: PRINCE2 Agile guidance, management products and artifacts, and associated agile techniques of the practice (10.3.1, 10.3.2, including subsections, 10.4, including subsections)</p>	BL4
		<p>2.1.12 Apply the issues practice in an agile context, demonstrating an understanding of:</p> <p>a) the key management products and artifacts recommended to support the issues practice:</p> <ul style="list-style-type: none"> • issue management approach • issue register 	BL3

Learning Category	Topic	Assessment Criteria	Bloom's Level
		<ul style="list-style-type: none"> • issue report (11.3.4) b) PRINCE2 Agile guidance related to the issues practice (11.3.1, 11.3.2, 11.3.3) c) other associated agile artifacts and techniques (11.4, including subsections)	
		2.1.13 Analyse whether an approach to applying and tailoring the issues practice is effective and fit for purpose in an agile context, taking into consideration: PRINCE2 Agile guidance, management products and artifacts, and associated agile techniques of the practice (11.3.1, 11.3.2, 11.3.3, 11.3.4, 11.4, including subsections)	BL4
		2.1.14 Apply the progress practice in an agile context, demonstrating an understanding of: <ul style="list-style-type: none"> a) the key management products and artifacts recommended to support the progress practice: <ul style="list-style-type: none"> • digital and data management approach • daily log • lessons log • checkpoint report/team dashboard • highlight report/project dashboard • lessons report • exception report • end stage report/project dashboard • end project report • objectives and key results (12.3.2, including subsections) b) PRINCE2 Agile guidance related to the progress practice (12.3.1) c) other associated agile artifacts and techniques 	BL3

Learning Category	Topic	Assessment Criteria	Bloom's Level
		(12.4, including subsections)	
		2.1.15 Analyse whether an approach to applying and tailoring the progress practice is effective and fit for purpose in an agile context, taking into consideration: PRINCE2 Agile guidance, management products and artifacts, and associated agile techniques of the practice (12.3.1, 12.3.2, including subsections, 12.4, including subsections)	BL4
	2.2 Application of the PRINCE2 Agile roles	2.2.1 Apply the guidance for PRINCE2 Agile roles: a) Project executive b) Chief product owner (CPO) c) Senior supplier d) Project assurance e) Agile coach f) Project manager g) Project support h) Product owner (PO) i) Team coach j) Developer k) Tester (Table 7.2, Table B.1)	BL3
3. The PRINCE2 Agile processes and their application	3.1 The processes and the workshops supporting them	3.1.1 Apply the processes demonstrating an understanding of process activities, associated workshops and artifacts in an agile context: a) starting up a project (13.2, including subsections) b) directing a project (13.3, including subsections) c) initiating a project (13.4, including subsections) d) controlling a stage (13.5, including subsections) e) managing product delivery (13.6, including subsections) f) managing a stage boundary (13.7, including subsections) g) closing a project (13.8, including subsections)	BL3

Learning Category	Topic	Assessment Criteria	Bloom's Level
		3.1.2 Analyse whether the processes are effectively tailored and fit for purpose in an agile context, taking into consideration: activities, associated workshops, and artifacts (13.2.1, 13.2.3, 13.2.4, including subsections, 13.3.1, 13.3.3, 13.3.4, 13.4.1, 13.4.3, 13.4.4, including subsections, 13.5.1, 13.5.3, 13.5.4, including subsections, 13.6.1, 13.6.3, 13.6.4, including subsections, 13.7.1, 13.7.3, 13.7.4, including subsections, 13.8.1, 13.8.3, 13.8.4)	BL4
4. The application of PRINCE2 Agile in the wider context	4.1 PRINCE2 Agile beyond the project environment	4.1.1 Apply PRINCE2 Agile within agile product management (14.2.2.1)	BL3
		4.1.2 Apply PRINCE2 Agile guidance when transitioning from agile projects to operations (14.2.1)	BL3
		4.1.3 Apply PRINCE2 Agile guidance during continuous agile development and operations (14.2.2.2)	BL3
	4.2 The use of AI to support PRINCE2 Agile	4.2.1 Understand how AI can support PRINCE2 Agile elements (15.4, including subsections)	BL2

5. Exam Specification

The **PRINCE2® Agile Practitioner examination** will consist of **four (4)** sections with the following structure:

Learning Category	Weighting %
1. Key concepts relating to the agile mindset, project management, and organizational change management	20.0%
2. The PRINCE2 Agile practices and their application along with the roles	44.0%
3. The PRINCE2 Agile processes and their application	30.0%
4. The application of PRINCE2 Agile in the wider context	6.0%
Total	100%

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