



Certified Project Professional (CPP) Assessment Guide





A **Certified Project Professional (CPP)** applies contemporary project management tools, techniques and methods to the unique context of each project they undertake.

They identify and respond proactively to project risks, opportunities and issues, keeping stakeholders fully informed throughout.

In order to demonstrate your competence as a Project Professional, you are required to evidence the following:

- 🌀 **Knowledge:** Successfully complete and be assessed on 25 hours of project management education
- 🌀 **Experience:** Demonstrate the full-time equivalent of three (3) years' project experience, and
- 🌀 **Skills:** Critically reflect upon one or more projects you recently contributed to.

A1: 25 hours' project management education

In order to demonstrate your **knowledge** as a Project Professional, you are required to submit evidence with your application that you have successfully completed and been assessed on 25 hours of project management education.

Your evidence must include:

- 🌀 A detailed description of the training program completed, including a link to a relevant webpage;¹ AND
- 🌀 An academic transcript / certificate / statement from a project management training provider that clearly states:
 - Your full name
 - The title of the course completed
 - The total hours studied
 - Your assessed grade (for example: pass, competent, distinction)
 - The date of assessment
 - The institutional name of the training provider and their logo

The Center for Project Innovation may directly contact your course provider to clarify details of the course and/or confirm your successful completion.

You are **not required** to submit evidence of 25 hours' project management education if you have:

- 🌀 Been admitted to the Center for Project Innovation as a Certified Project Officer (CPO); OR
- 🌀 Successfully completed in your own name all the online quizzes in OPEN, the Center for Project Innovation's open project education portal

¹ The course must explicitly educate on an aspect or all of 'project management'. Academic completion of a workplace or industry project and/or general management studies are **not** eligible.

If you have changed your name since completing this requirement and wish to be admitted under your new name, you must provide legal evidence of your name change (for example: a marriage certificate).

A2: Three (3) years' project experience

In order to demonstrate your **experience** as a Project Professional, you are required to submit evidence with your application that you have the full-time equivalent of three (3) years' project experience.

You may have contributed to your project(s) at any level – as an administrator, contractor, consultant, team member or manager – and years of experience may be accumulated non-consecutively (for example, over six calendar years).

A3: Critical reflection

In order to demonstrate your **skill** as a Project Professional, you are required to critically reflect upon the following, in the context of one or more projects you recently contributed to:

- ☞ project assets, including (but not limited to):
 - ☞ initiation documentation (for example: stakeholder registers, communications plans, business cases and charters)
 - ☞ planning documentation (for example: work breakdown structures, schedules, budgets; procurement assets and risk registers)
 - ☞ delivery documentation (for example: status reports, change requests, issues register, lessons log, contracts and collateral), and
 - ☞ close documentation (for example: handover checklists, acquittals, closure reports and evaluations), and
- ☞ project performance, including (but not limited to):
 - ☞ planned versus actual performance to scope, schedule and budget
 - ☞ stakeholder identification and engagement
 - ☞ business case development
 - ☞ scope definition and management
 - ☞ schedule development and control
 - ☞ cost estimating and control
 - ☞ procurement and contract management
 - ☞ risk identification, prioritization and treatment
 - ☞ project team management and performance
 - ☞ project governance and change control
 - ☞ project delivery and handover, and
 - ☞ other lessons learned.

To meet the requisite standard, you will be required to demonstrate the application of industry best-practices in arriving at and presenting recommendations to inform your participation in and delivery of future projects.

Interview guide

Your oral assessment will be conducted as a **45-60 minute interview** via videoconference and recorded to provide evidence of your competence. You may refer to notes; however, you cannot read from a script. We retain the audio records of these assessments as per our regulatory obligations and privacy policy.

To successfully complete this interview, you are encouraged to read widely to develop critical, practical responses to each question posed. You will need to be familiar with larger issues, such as project management frameworks, theories and best practice; more importantly, you need to have a deep understanding of the projects you are reflecting upon and the major issues encountered.

It may also help to have important materials for easy reference in the course of your interview; these may include key project documents, stakeholder interview notes, and the like.

Typical questions that may be asked include (but are not limited to):

- 🌀 In no more than five (5) minutes, tell me about your project career to date.
- 🌀 Describe one of the most challenging projects you've managed and explain what you learnt from the experience.
- 🌀 How do you...
 - ...test a project concept with stakeholders?
 - ...plan a project?
 - ...manage change during project delivery?
 - ...capture and communicate lessons learned?
- 🌀 There are many project management tools - which do you use and why?
- 🌀 What is your personal communication style and how does that impact your interactions with others?
- 🌀 Using examples, describe how you influence stakeholders, especially those that are senior to you.
- 🌀 How do you prioritize competing or simultaneously urgent tasks?
- 🌀 In your experience, what are the main reasons projects underperform or fail?
- 🌀 If you had to deliver a project in an entirely different industry or setting, what transferable project management skills would you rely on to see you successfully through?
- 🌀 What advice would you give to someone starting out their career in projects?
- 🌀 What are your three (3) biggest strengths / gaps? How will you continue your professional development?
- 🌀 Where do you want to go next in your career?

You should always use examples in your responses where possible.

As you will see from the assessment rubric (below), your interview is evaluated in terms of content and clarity, as well as style. Don't speak too fast and don't overly rely on notes. Be prepared to clarify or elaborate on your assumptions, theoretical positions, methods, and conclusions. Often an examiner plays the devil's advocate to see how well you can think on your feet and justify yourself.

During the interview, don't rush your answers. It is perfectly acceptable to think for a couple of seconds or ask if you are on the right track. If you are not clear about the question you are entitled to ask for clarification.

Try to be concise and to the point, but at the same time demonstrate that you have a good grasp of the complex issues involved. In other words, do not give superficial answers, but at the same time, do not try and present an entire PhD-level theory of project management in each response.

Importantly, you should put up a good defense of your findings without being defensive. A good defense means that you can provide strong logical arguments and empirically support or defend your position or recommendations.

However, don't become hostile if the examiner is critical of your viewpoint. If they are able to constructively establish some real flaws or weaknesses in your reflection, accept their criticisms with humility, and indicate how you might learn from this for the future.

This is an essential real-world skill and may be directly assessed!

Confidentiality

While we prioritize maintaining the confidentiality of all information shared during assessment interviews, it's important to exercise caution regarding the disclosure of sensitive or secret information, as these interviews are recorded. Generally speaking, our focus is more on your approach to project management rather than the intricate details of the projects themselves.

If you have concerns about meeting the certification standard without sharing such details, we encourage you to contact us in advance so that we can make alternative arrangements that align with your unique circumstances.

Assessment in a language other than English

If you are not a native English speaker and would prefer to be assessed in your first language, you are more than welcome to do so. We aim to create an inclusive and accessible environment for all candidates.

Please reach out to us in advance to make the necessary arrangements for your assessment. We are committed to ensuring that language barriers do not hinder your ability to fully showcase your skills and qualifications.

What if I 'fail' my assessment interview?

If you have the requisite knowledge, experience and references, and are adequately prepared for your assessment interview, the process should be fairly straight forward.

That said, nerves or just the fact you are not at your best on the day may result in you not interviewing to the standard you know you are capable of.

If you are unsuccessful in your first interview attempt, we will make some recommendations as to how you might do better next time and give you an opportunity to be reassessed at no cost.

If you are not yet proficient after a second interview, your assessor will admit you to the Center for Project Innovation as a Certified Project Officer.

Assessment Rubric

A rubric for assessment, usually in the form of a matrix or grid, is a tool used to interpret and grade candidates' work against criteria and standards. Rubrics are sometimes called "criteria sheets", "grading schemes", or "scoring guides".

A rubric makes explicit a range of assessment criteria and expected performance standards. Assessors evaluate a candidate's performance against all of these, rather than assigning a single subjective score. A rubric is intended to:

- make candidates aware of all expectations related to the assessment task, and helps them evaluate their own work as it progresses, and
- help assessors apply consistent standards when assessing qualitative tasks and promote consistency in shared marking.

The rubric shown on the following page is applied in assessing your interview.

In order to achieve this Certification, you need to be assessed as proficient (at a minimum) in **ALL** the listed criteria. Note that proficiency is generally considered to be a higher standard than a 50% examination grade.

Interview	Mastered	Advanced	Proficient	Developing	Basic
Communication	Enthusiastically speaks to their projects and beyond by providing clear and insightful answers to questions; discussion was superior, accurate, and engaging.	Competently speaks to their projects and beyond by providing clear and insightful answers to questions.	Adequately expands upon findings by providing appropriate answers to questions.	Answers questions, but often with little insight; frequently shows a need for deeper reflection on certain points.	Does not adequately address findings; does not answer key questions; displayed poor grasp of material.
Project management	Connects complex concepts, theory and evidence from practice to the issues under examination.	Applies the critical elements of a project methodology or framework to inform discussion.	Demonstrates understanding of key project management concepts and principles.	Misapplies project management principles and good practice in a way that noticeably detracts from the discussion.	Limited understanding of the relevant issues.
Lessons learned	Uses experience and information to generate a variety of high-quality lessons for him/herself and the performing organisation.	Views and reframes problems or issues from multiple perspectives to better identify lessons learned.	Identifies a range of lessons accurately using standard processes, techniques and tools.	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective.	Fails to adequately identify and/or respond to potential lessons.
Professionalism	Thoroughly professional in manner and appearance throughout application and interview process.			Occasionally casual in manner and appearance and/or overfamiliar during the interview process.	Failed to meet the standards of professionalism expected of a project leader.