M_o_R 4 Practitioner
Candidate Syllabus

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Contents

1 Introduction

The M_o_R 4 Practitioner qualification is intended for:

- Programme or Project Management professionals

  - E.g. Programme Managers; Project Managers; PMO Support; PMO Analysts; Project Risk Managers; Portfolio Management staff

- Professionals enabling or supporting effective risk management

  - E.g. Business Change Managers; Business Analysts; Production, Delivery and Operations Managers; Service Designers/Architects; Management Consultants

- Risk professionals requiring a best practice approach to risk management applicable across sectors and projects

  - E.g. Senior Risk Manager; Corporate Risk Managers; Risk Manager; IT Risk Manager; Assistant Risk Manager; Head of Risk Management; Risk Analyst

The M_o_R 4 Practitioner Examination is intended to assess whether the candidate can demonstrate sufficient ability to understand, apply and tailor the M_o_R framework (as described in the syllabus) to be awarded the M_o_R 4 Practitioner qualification. A successful Practitioner candidate should, with suitable direction, know how to apply the M_o_R framework, but may need support to apply it to some situations. Their individual risk management expertise, the complexity of the environment, and the support provided for the use of M_o_R in that environment will all be factors that impact what the practitioner can achieve.

The recommended course training time for this qualification is 3 days including the examination.

It is recommended that all candidates familiarise themselves with the core guidance prior to attending a course, with particular attention to:

- The preface of the core guidance to have a better understanding of the background

- Chapter 1, in particular some of the key definitions as well as section 1.8 and figure 1.3 for a broad summary of the content of the guide

- The key components of M_o_R® 4:

  - ▫ Principles (chapter 2)

  - ▫ Perspectives (chapter 3)

  - ▫ People (chapter 4)

  - ▫ Processes (outlined in chapter 5 and then each of the 8 processes is covered in the next 8 chapters)

2   Exam Overview

Material allowed	M_o_R 4 manual	This is an 'open book' examination. The *Management of Risk 4th Edition* publication is permitted. No materials other than this publication and the examination materials may be used in the examination.
Exam duration	2 hours 15 minutes	NOTE: Candidates taking the exam in a language that is not their native or working language may be awarded 25% extra time, i.e. 150 minutes in total.
Number of marks	65 marks	Each Matching question has 3 question items to be matched. There are 18 Matching question items, in addition to 47 Standard Classic questions, therefore there are 65 question items in the exam in total.
Pass mark	33/65	50% or higher – a raw score of 33 marks or above.
Level of thinking	Bloom's levels 2, 3 & 4	"Bloom's level" describes the type of thinking needed to answer the question. For Bloom's 2 questions, the candidate needs to show understanding of these concepts. For Bloom's level 3 questions, the candidate needs to apply their knowledge to a situation. For Bloom's 4 questions, the candidate needs to analyse the information provided and reason whether a course of action is effective/appropriate.
Exam format	Scenario from the manual, & Question booklet	The candidate should read the 'scenarios' in the 'about this guide' section of the M_o_R 4 manual, which will give background information about the context that the questions apply to. The exam paper will indicate which scenario is relevant to the paper. Only one scenario will be used per exam paper.
Question types	Standard Classic & Matching	The questions are all 'multiple choice'. There is a short description of a situation, and then a question. For the 'Standard Classic' questions (1 mark), candidates are presented with a question and four answer options (A,B,C,D). For the 'Matching' questions (3 marks), candidates are presented with 3 pieces of information and are required to choose an answer for each from a list of 5 or 6 answer options (A, B, C, D, E, F).

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

2.1 QUESTION TYPES

1. 'Standard Classic' example:

   The executive management has asked the chief risk officer if the current risk management process guide is suitable for this programme, and to update it if necessary.

   Is this an appropriate application of the 'fits the context' principle, and why?

   A. Yes, because XXX

   B. Yes, because XXX

   C. No, because XXX

   D. No, Because XXX

2. Example 'List' OTQ:

   Which TWO statements about XXX 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 list items are correct.

3. 'Matching' OTQs - The candidate must link items in one list to items in a second list. There is only one correct response to each question item, but options from the second list may be used once, more than once, or not at all.

   Example:

   To which perspective (A-F) should each of the risks be delegated?

   Choose only ONE perspective for each risk. Each perspective can be used once, more than once or not at all.

1. Risk 1	A. Strategic
2. Risk 2	B. Portfolio
3. Risk 3	C. Programme
	D. Project
	E. Product
	F. Operational

3   M_o_R 4 Practitioner Syllabus

The table below gives a summary of the concepts that are tested in the exam, and the main parts of the manual 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	No. Marks
1. Understand the purpose & principles of risk management	1.1 Describe risk, risk management and why risk management it is used, including the difference and relationship between risks and issues (1.2 & 1.3)	2	1
	1.2 Describe how risk management supports corporate governance and enterprise risk management, and describe the relationship between them (1.4)	2	1
	1.3 Explain the different risk management challenges that a product orientated organization faces (1.6)	2	1
	1.4 Assess how risk management is affected by functional orientated and product orientated organizations (tab 14.1)	3	1
	1.5 Describe the purpose of principles and why they need to be applied in risk management (2.1)	2	1

	1.6 Apply and analyse the principles:
	
	    a) aligns with objectives (2.2)
	
	    b) fits the context (2.3)
	
	    c) engages stakeholders (2.4)
	
	    d) provides clear guidance (2.5)
	
	    e) informs decision-making (2.6)
	
	    f) facilitates continual improvement (2.7)
	
	    g) creates a supportive culture (2.8)
	
	    h) achieves measurable value (2.9)
		3 or 4	6

2. Understand how risk management applies within and across the 5 perspectives	2.1 Explain the purpose of risk management in each of the 6 perspectives (3.3.1, 3.4.1, 3.5.1, 3.6.1, 3.7.1, 3.8.1)	2	1
	2.2 Explain how and why the perspectives are integrated (3.2, 3.1, 3.2.2, 3.2.3)	2	1
	2.3 Analyse the calibration of qualitative scales across perspectives (3.2.1 including subsections)	4	1
	2.4 Apply the 'strategic' perspective (including enterprise agility) and its related practices and controls, including integrating risk management across perspectives, and the related roles (3.3.2-3, 3.2, 3.2.2, 3.2.3)	3	3

Learning Outcome	Assessment Criteria	Bloom's level	No. Marks
	2.5 Apply the 'portfolio' perspective (including portfolio balancing techniques) and its related practices and controls, including integrating risk management across perspectives, and the related roles (3.4.2-3, 3.2, 3.2.2, 3.2.3)	3	3
	2.6 Apply the 'programme' perspective (including incremental progression) and its related practices and controls, including integrating risk management across perspectives, and the related roles (3.5.2-3, 3.2, 3.2.2, 3.2.3)	3	3
	2.7 a) Apply the 'project' perspective and its related practices and controls, including integrating risk management across perspectives, and the related roles (3.6.2-3, 3.2, 3.2.2, 3.2.3)	3	3
	b) Describe how risk management is influenced by different modes of delivery (e.g. linear/sequential, iterative/Agile, hybrid, and continual improvement of operations) (3.6.1.1)	2	1
	2.8 Apply the 'product' perspective and its related practices and controls, including integrating risk management across perspectives, and the related roles (3.7.2-3, 3.2)	3	3
	2.9 Apply the 'operational' perspective and its related practices and controls, including integrating risk management across perspectives, and the related roles (3.8.2-3, 3.2)	3	3
3. Understand how people and culture influence effective risk management	3.1 Describe why and how people and/or cultural considerations influence risk management (4.1)	2	2
	3.2 Assess: a) how engaging stakeholders ensures effective risk management (4.2) b) how to address decision biases (4.3) c) how individual competence creates and combats bias in risk-based decision-making (4.4)	3	2
	3.3 Analyse how the aspects of risk culture influence effective risk management (4.5 including subsections)	4	1
	3.4 Assess how to establish or contribute to the right risk culture (4.5 including subsections)	3	1
	3.5 Analyse solutions used to address common challenges (4.6, 1.6, technique tables in processes, table in 4.6)	4	1

Learning Outcome	Assessment Criteria	Bloom's level	No. Marks
4. Understand how to apply the 8 processes of risk management to create and protect value	4.1 Describe the purpose and objectives of each process: a) Define context and objectives (6.1, 6.2) b) Identify threats and opportunities (7.1, 7.2) c) Prioritize risks (8.1, 8.2) d) Assess combined risk profile (9.1, 9.2) e) Plan responses (10.1, 10.2) f) Agree contingency (11.1, 11.2) g) Monitor and report progress (12.1, 12.2) h) Review and adapt (13.1, 13.2)	2	4
	4.2 Apply the 'define the context and objectives' process, demonstrating an understanding of: a) The activities within the process, including the inputs and outputs (6.3, tab 6.1, 6.3.1-6) b) The techniques used to support the process, including how they might address decision biases (6.4, 6.4.1-7, 3.7.1) c) The documents used to support the process (6.5, tab 6.2) d) The key roles to support the process, including how the perspectives affect the process (6.6, tab 6.3)	3	3
	4.3 Apply the 'identify threats and opportunities' process, demonstrating an understanding of: a) The activities within the process, including the inputs and outputs (7.3, tab 7.1, 7.3.1-4) b) The techniques used to support the process, including how they might address decision biases (7.4, 7.4.1-10, 3.7.1) c) The documents used to support the process (7.5, tab 7.2) d) The key roles to support the process, including how the perspectives affect the process (7.6, tab 7.3)	3	3

Learning Outcome	Assessment Criteria	Bloom's level	No. Marks
	4.4 Apply the 'prioritise risks' process, demonstrating an understanding of: a) The activities within the process, including the inputs and outputs (8.3, tab 8.1, 8.3.1-5) b) The techniques used to support the process, including how they might address decision biases (8.4, 8.4.1-3, 3.7.1) c) The documents used to support the process (8.5, tab 8.2) d) The key roles to support the process, including how the perspectives affect the process (8.6, tab 8.3)	3	3
	4.5 Apply the 'assess combined risk profile' process, demonstrating an understanding of: a) The activities within the process, including the inputs and outputs (9.3, tab 9.1, 9.3.1-2) b) The techniques used to support the process, including how they might address decision biases (9.4, 9.4.1-5, 3.7.1) c) The documents used to support the process (9.5, tab 9.2) d) The key roles to support the process, including how the perspectives affect the process (9.6, tab 9.3)	3	2
	4.6 Apply the 'plan responses' process, demonstrating an understanding of: a) The activities within the process, including the inputs and outputs (10.3, tab 10.1, 10.3.1-4) b) The techniques used to support the process, including how they might address decision biases (10.4, 10.4.1-3, 3.7.1) c) The documents used to support the process (10.5, tab 10.3) d) The key roles to support the process, including how the perspectives affect the process (10.6, tab 10.4)	3	2

Learning Outcome	Assessment Criteria	Bloom's level	No. Marks
	4.7 Apply the 'agree contingency' process, demonstrating an understanding of: a) The activities within the process, including the inputs and outputs (11.3, tab 11.1, 11.3.1-3) b) The techniques used to support the process, including how they might address decision biases (11.4, 11.4.1-3, 3.7.1) c) The documents used to support the process (11.5, tab 11.2) d) The key roles to support the process, including how the perspectives affect the process (11.6, tab 11.3)	3	3
	4.8 Apply the 'monitor and report progress' process, demonstrating an understanding of: a) The activities within the process, including the inputs and outputs (12.3, tab 12.1, 12.3.1-4) b) The techniques used to support the process, including how they might address decision biases (12.4, 12.4.1-3, 3.7.1) c) The documents used to support the process (12.5, tab 12.2) d) The key roles to support the process, including how the perspectives affect the process (12.6, tab 12.3)	3	3
	4.9 Apply the 'review and adapt' process, demonstrating an understanding of: a) The activities within the process, including the inputs and outputs (13.3, tab 13.1, 13.3.1-3) b) The techniques used to support the process, including how they might address decision biases (13.4, 13.4.1-2, 3.7.1) c) The documents used to support the process (13.5, tab 13.3) d) The key roles to support the process, including how the perspectives affect the process (13.6, tab 13.4)	3	2