



Learning Objectives: Advanced Level

May 2025 issue

Introduction

The learning objectives define the selected topic areas and the level of detail to which they should be covered in each course. They relate exclusively to project management.

- Programme management and agile development management – including all corresponding methods, techniques, and their proprietary roles, processes, rituals, artefacts, etc. – are not learning objectives for the certification exam.
- However, the interfaces to and from agile development are essential, including ongoing planning, the steering and management of solution development, as well as HERMES-relevant decisions and the consistent development of all relevant HERMES outcomes.
- Knowledge of the Foundation level, all method components, and the 'User information' as outlined in Chapter 7 are prerequisites.

No	Level	Learning objectives	Taxonomy levels	Weighting	Notes/Examples
	Overall objective	Participants understand how a project is steered and managed using HERMES and have received training on selected project management tasks through practical case study work.	medium to difficult		

No	Level	Learning objectives	Taxonomy levels	Weighting	Notes/Examples
1	Broad objective	Participants can apply Foundation level content to practical situations. They can review this content in context and draw appropriate conclusions.	difficult	15%	

No	Level	Learning objectives	Taxonomy levels	Weighting	Notes/Examples
2	Broad objective	Participants can apply the HERMES project management method components for the 'Initiation' and 'Closure' phases. They can evaluate content based on practical situations and draw conclusions accordingly.	difficult	15%	No concrete references (interfaces) to portfolio and application management are required, but an understanding of the overall context is expected.
2.1	Specific objective	Participants can justify and set up the 'Project initiation order'.			e.g.: Be able to assign the required activities. e.g.: Establish the minimum required project organisation and justify role assignment on a case-by-case basis. e.g.: Evaluate objectives (Initiation phase) e.g. Evaluate resource requirements and review deadlines (phase). e.g.: Identify potential risks (Initiation phase).

2.2	Specific objective	Participants can evaluate the 'Study', 'Project management plan' and 'Execution order' outcomes.			e.g.: Assign certain content (from a project) to the corresponding outcome(s) (for instance, objectives to a study and execution order; project organisation to a project management plan and execution order; test concept to project management plan). e.g.: Identify and use case studies to explain the regulatory significance of the provisions (quality assurance, reporting, risk management, etc.) in the project management plan.
2.3	Specific objective	Participants can perform the 'Decide on next steps' task on the basis of a given starting position, plan execution and create a schedule with tasks and outcomes as well as the logical dependencies.			e.g.: Within the framework of the 'Draw up project execution order' task, create a schedule (as part of the project management plan) with the relevant phases (traditional or agile solution development), tasks and outcomes according to the given starting position. e.g.: Indicate the logical dependencies between outcomes. e.g.: Explain why the procurement analysis is being carried out on the basis of a given starting position and why, as a result, a procurement is necessary or an in-house development is preferred.

2.4	Specific objective	Participants can describe the interaction between the project organisation and the core organisation before the 'Decide on execution release' task in a given situation.			e.g.: As part of the interactions between the project management, project sponsor and core organisation, describe which outcomes are created and checked by which roles. e.g.: Describe what the project sponsor checks before forwarding the execution order to the core organisation.
2.5	Specific objective	Participants can explain the rationale of the uniform project structure, what role the Initiation and Closure phases play, how they are handled and which outcomes are created for what purpose.			e.g.: Indicate which (key) outcomes of the Initiation phase determine the further course of project execution and what specifically they achieve, depending on the result. e.g.: Explain which modules are used in the Closure phase and describe the tasks and outcomes of the modules in this phase. e.g.: Indicate why the Closure phase is essential for the core organisation, the programme (if applicable) or the superordinate portfolio (if applicable) and what the specific economic benefits are of decoupling from solution development. e.g.: Create a final project evaluation.

No	Level	Learning objectives	Taxonomy levels	Weighting	Notes/Examples
3	Broad objective	Participants can name the tasks of the 'Project steering' and 'Project management' modules. They can apply the outcomes, tasks and roles from the 'Project management' and 'Project steering' modules to a practical situation and select the correct justification.	difficult	25%	No concrete references (interfaces) to the portfolio and application management are required but an understanding of the overall context is expected.
3.1	Specific objective	Participants can prepare, support/execute and document all decision-making tasks for steering the course of the project.			e.g.: Set out the interactions between the tasks of the project management and project sponsor in a given diagram structure and explain the contribution of both roles. e.g.: Perform the corresponding preparatory tasks e.g. Identify and evaluate the missing/existing foundations/prerequisites and describe the outcomes resulting from the decision and state their significance for the remainder of the project. e.g.: Explain the decision-making process in the context of agile solution development and explain the incremental decision-making progress (e.g. in the individual acceptances). e.g.: Explain how to proceed in a given situation if a decision is negative.
3.2	Specific objective	Participants have gained a detailed understanding of the 'Project steering' and 'Project management'			e.g.: Describe and explain the cooperation between the project sponsor, project

		modules by working with a given starting position and are prepared to work with the relevant roles.			committee, quality and risk manager and project management. e.g.: Describe and explain the cooperation between the project management with project support, the technical committee (traditional approach) and user representative. e.g.: Analyse and correct an inadequate phase or release report. e.g.: Identify problems (such as costs, degree of fulfilment and deadline progress, project members) in project management and solve according to the role.
3.3	Specific objective	Not relevant for examination (see below).			Programme management is not relevant for the examination.
3.4	Specific objective	Participants can explain the purpose and function of the milestones and use or apply them effectively in steering and management.			e.g.: Show how the milestones can be used for planning and quality assurance. e.g.: Determine from a diagram how milestones can be sensibly established according to a given starting position, such as in projects using the traditional approach with implementation units or in projects with agile or hybrid development management and provide justification for the solution.
3.5	Specific objective	Changed to broad objective 7			
3.6	Specific objective	Changed to broad objective 7			

3.7	Specific objective	Participants can decide appropriately as to which task or outcome requires consultation with the core organisation, in particular the controlling and compliance bodies, and obtain appropriate feedback and specifications.			e.g.: Explain when and why the controlling and compliance bodies or the procurement office should be addressed as part of a procurement process in the project. e.g.: Explain which decision-making tasks require consultation with the core organisation. e.g.: Explain the role of the controlling and compliance bodies in the project in implementing governance or ensuring sustainability. e.g.: List when and why the project sponsor or project management should address the controlling and compliance bodies as part of steering or management.
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No	Level	Learning objectives	Taxonomy levels	Weighting	Notes/Examples
4	Broad objective	Participants can apply the modules relevant to solution development for execution. They can explain the tasks and outcomes from these modules and assign the responsible roles for the tasks. They can apply these to a given practical situation by selecting from appropriate justifications. Participants can evaluate arguments regarding how to handle new requirements and how in the traditional approach 'implementation units' have to be applied. .	difficult	20%	

4.1	Specific objective	Participants can describe the tasks and outcomes of the modules, recognise and assess their significance in the project process.			e.g.: Assign tasks and outcomes to a module. e.g.: Convey the purpose of the task. e.g.: Assign tasks and outcomes to a phase (traditional). e.g.: Explain outcomes with outcome descriptions. e.g.: Determine the process of the Procurement module based on a given case study and list the necessary tasks and outcomes along with responsible roles. e.g.: Explain the development of the ISDP concept through to its implementation and explain the influence of the measures defined in it on the IT project.
4.2	Specific objective	Participants can identify the responsible roles for the tasks and describe them thoroughly.			e.g.: Assign responsible roles to tasks and outcomes. e.g.: Name roles without task responsibility and explain with concrete examples why they are nevertheless necessary for project success. e.g.: Explain what role stakeholders play in solution development, although they are not assigned to a role. e.g.: Describe the user representative belonging to the minimum required roles, explain their specific function in the project and their range of tasks, and explain their distinction from the roles of project sponsor and project management. e.g.: Explain, using an example, whether and

					how the basic principles of role assignment have been broken. e.g.: Describe the distinction (powers and responsibilities) between the three minimum required roles. e.g.: Explain the special position of the user representative role within the agile project organisation during the Implementation phase. e.g.: Explain the broad requirements of the project management role versus the user representative role.
4.3	Specific objective	Participants can explain how new requirements are handled during solution development (traditional/agile/hybrid).			e.g.: Assign the level of detail of requirements to a traditional phase. e.g.: Explain and justify the change of approach in hybrid solution development in principle.
4.4	Specific objective	Participants recognise the relationships in application, such as how the classic approach with implementation units is applied.			e.g.: Assess the assignment of outcomes to phases and implementation units. e.g.: Identify the organisational consequences of decisions (e.g. decide on acceptance) within the framework of implementation units for the project, but also for the core organisation.

No	Level	Learning objectives	Taxonomy levels	Weighting	Notes/Examples
5	Broad objective	Participants can explain the Organisation module using a practical situation and apply it. They can evaluate the relevance and necessity of the module in every HERMES project with arguments and recognise its tasks and outcomes.	difficult	15%	
5.1	Specific objective	Participants can understand why the Organisation module is justified in every project, what the outcomes are needed for, and what significance the module has for the User partner group.			e.g.: Recognise and explain the differences between organisational and process structure, deployment organisation, operational organisation, core organisation, project and programme organisation, etc. e.g.: Explain why the business model is shaped by the project and the approach as well as by the core organisation. e.g.: Explain why organisational aspects determine and shape the solution finding in an IT project.
5.2	Specific objective	Participants know all the tasks and outcomes of the module and are able to assess all tasks according to the scenario, carry them out and develop corresponding outcomes.			e.g.: Develop corresponding outcomes (e.g. process description) based on a case description, justify these and incorporate them into the development of the scenarios. e.g.: Explain why, for example, an IT project can never be conducted without the Organisation module.

No	Level	Learning objectives	Taxonomy levels	Weighting	Notes/Examples
6	Broad objective	Removed from Version 1.3 of the Learning Objectives			

No	Level	Learning objectives	Taxonomy levels	Weighting	Notes/Examples
7	Broad objective	Participants can apply the planning 'application case' note and the four notes.	medium	10	(previously 3.5+3.6)
7.1	Specific objective	Participants know the 'Planning application case' note and can determine the outlined approach.			e.g.: Arrange planning process steps in one of several possible, correct sequences. e.g.: Explain the purpose and function of work packages and compile them logically in a case example.
7.2	Specific objective	Participants can compare and assess the advantages and disadvantages of different variants of solution development.			e.g.: Select the appropriate approach, document it and substantiate it convincingly to the core organisation. e.g.: List the advantages and disadvantages of hybrid solution development compared to purely traditional or agile approaches and suggest the optimal approach within a case example.
7.3	Specific objective	Participants can establish the relevant sustainability goals based on a practical situation, analyse and explain them.			e.g.: Establish relevant sustainability goals in a case example and incorporate them at the right place at the right time in the project.

7.4	Specific objective	Participants can explain the relevance of project governance in relation to project steering/management.			e.g.: Justify selected requirements of project governance, such as appropriate risk management, consideration of stakeholder interests or functional project steering and management.
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Taxonomy levels

Level of difficulty	Question type(s)	Attribute(s)	Description	Verbs according to Bloom	Other verbs used
Easy	A(pos), A(neg)	Knowledge	Candidates recall information they have previously learnt. The test content must be learnt by heart or practised.	specify, copy, list, record, repeat, name, describe, label, outline, reproduce, complete, draw, show, identify	know
Medium	A(pos), A(neg)	Knowledge and comprehension	Candidates understand what they have learnt and can recall information in a context different to the context in which it was learnt.	justify, describe, interpret, classify, explain, clarify, interpret, sort, specify, outline, translate, transfer, rewrite, differentiate, demonstrate, compare, reproduce	assign, understand
Difficult	A(pos), A(neg)	Knowledge and comprehension in the context	Candidates evaluate the application of what they have learnt in a defined context.	estimate, link, use, establish, perform, justify, calculate, determine, prove, implement, classify, create, develop, interpret, formulate, solve, modify, quantify, realise, translate, distinguish, rewrite, clarify	define