Association of Proposal Management Professionals (APMP) Micro-Certification

Proposal Graphics

Syllabus

August 2023

Aligned to Version 2 of the OTE Syllabus Standard

1 Introduction

APMP qualifications are offered through APMP's Signature certification scheme as well as through APMP's Micro-Certification:

- Signature Certification:
  - Bid/Proposal Foundation Certification
  - Bid/Proposal Practitioner Certification
  - Bid/Proposal Professional Certification
  - Capture Practitioner Certification

- APMP Micro-Certifications
  - Executive Summaries
  - Bid & Proposal Writing
  - Price to Win
  - Proposal Graphics

This syllabus covers the Proposal Graphics Micro-Certification level of examination for APMP. It is based on the APMP Body of Knowledge (BoK).

The primary purpose of the syllabus is to provide a basis for accreditation of people involved with creating winning proposals. It documents the learning outcomes related to the use of the APMP body of knowledge and describes the scope of the qualification requirements a candidate is expected to meet to demonstrate that these learning outcomes have been achieved.

The target audience for this document is:
- Exam Board
- Exam Panel
- APMG Assessment Team
- Accredited Training Organizations.

This syllabus informs the design of the exams and provides accredited training organizations with a more detailed breakdown of what the exams will assess. Details on the exam structure and content are documented in the APMP Micro-Certification Design.

2 Proposal Graphics Micro-Certification

2.1 Purpose of the Proposal Graphics Micro-Certification

The purpose of this Micro-Certification is to measure whether a candidate has sufficient knowledge and understanding of the APMP body of knowledge to act as an informed member of a bid and proposal team with regards to creating and evaluating proposal graphics. This micro-certification provides recognition for the essential skills required to develop compelling and appropriate graphics.

2.2 Target Audience

This qualification is aimed at proposal writers, proposal managers and others who, in roles such as sales, business development and subject matter experts, provide content and develop graphics as part of the proposal document.

2.3 High Level Performance Definition of a Successful Candidate

The candidate who meets this High Level Performance Definition should, as a minimum, be able to recall, recognize and demonstrate understanding of the best practices outlined in the Proposal Graphics section of the APMP body of knowledge.

Specifically they should be able to demonstrate this understanding by being able to:

- Identify what motivates your audience
- Describe how design and designers fit into the proposal process
- Explain when and how to create graphics and objectively evaluate them
- Describe types of proposal graphics
- Explain design principles and techniques
- Describe industry best practices for creating impactful graphics
- Describe the tools and emerging technology
- Identify when and where to flex design principles

3 Assessment Model

Each learning outcome in the High Level Performance Definition requires the candidate to demonstrate specific knowledge and skills. For each learning outcome a number of learning outcome measures are identified which are evaluated in the examination, in accordance with the Examination Design, to confirm that the learning outcome has been achieved. These learning outcome measures are shown as syllabus topics and define the scope of the standard required to achieve the qualification.

A classification widely used when designing assessments for certification and education is the Bloom's Taxonomy of Educational Objectives. This classifies learning objectives into six ascending learning levels, each defining a higher degree of competencies and skills. (Bloom et al, 1956, Taxonomy of Educational Objectives).

APMG have incorporated this into a Learning Outcomes Assessment Model that is then used to develop each qualification's Assessment Model. The model provides a simple and systematic means for assessing and classifying the learning outcome measures. .

This structured approach helps to ensure:

- The appropriate level is identified for a qualification
- A clear delineation in learning level content between different qualifications
- Wording is standardized and syllabi are presented consistently across APMG's qualification portfolio
- Exam questions and papers are consistent in their design..

The Micro-Certification qualification examines at levels 1 (recall) and 2 (understand).

APMP Micro-Certification Assessment Model				
	1. Recall	**2. Understand**	**3. Apply**	**4. Analyse**
APMG Learning Level Definition	*remember previously learned information*	*grasp the meaning and make sense of information*	*use information to perform a skill or task*	*identify whether information has been used appropriately according to the rules and guidance*
Generic APMG Headers *For introducing the learning outcome measures (topics) in the Syllabus*	Recall terms and key facts about concepts, principles and procedures from the reference material	Understand key facts, concepts, principles and procedures from the reference material	Apply key facts, concepts, principles and procedures to a given scenario	Differentiate between appropriate and inappropriate use of the reference material in a given scenario
APMP Micro-Certification	Recall terms and key facts related to creating and evaluating Proposal Graphics	Understand the terms, best practices, recent trends, common pitfalls and misconceptions when creating and evaluating Proposal Graphics	Apply best practices when creating and evaluating Proposal Graphics for a given scenario	Differentiate between appropriate and inappropriate use of best practices within the context of a given scenario

4 Qualification Scope

The definition of scope for each qualification is presented in the syllabus tables at the end of this document. Each syllabus area is a unit of learning that relates to the reference material or training course module.

The following syllabus areas are identified.

Syllabus Area Code	Syllabus Area Title
AD	Audience Motivations and the Designer's Role
CE	When and How to Create and Evaluate Graphics
TY	Types of Proposal Graphics
DP	Design Principles and Techniques
IN	Industry Best Practices
TF	Tools and Emerging Technologies and Flexing Design Principles

5 Syllabus Presentation

For each syllabus area the learning outcome measures are presented in order of learning level and are introduced by a standard header. There is only one header at each learning level for each syllabus area. The wording in this header is derived from the Assessment Model. Each measure is specific to a learning level.

Each of the syllabus areas is presented in a similar format as follows:

Syllabus Area Code **AD** [2]		**Syllabus Area :** ***Audience Motivations and the Designer's Role* (AD) Theme** [1]	**Primary References**
Level	Topic		
Recall key facts relating to the roles and responsibilities in the proposal process. [3] **Specifically to recall the:**			
01 [4]	01 [5]	[6] The definition of the Conceptualizer's Role and its recommended positioning in the proposal team	[7] 3.1.1
01	02	The definition and focus of the Renderer's Role and recommended delivery	3.1.2

Key to the Syllabus Area table

1	Syllabus Area	Unit of learning, e.g. course module, key activity area or section of the reference guide.
2	Syllabus Area Code	A unique 2 character code identifying the syllabus area.
3	Learning Level Header	Header introducing the syllabus topics *(learning outcome measures)* for a given learning level..
4	Level	Learning level of the learning outcome measure.
5	Topic Reference	Number of the topic within the learning level.
6	Topic Description *(Learning Outcome Measure*)	Precise and specific description of what is required of the candidate to demonstrate that a learning outcome has been achieved.
7	Primary Reference	The main reference supporting the learning outcome measure.

6 Important Points

The following points about the use of the syllabus should be noted.

6.1 APMP Body of Knowledge (BoK) References

The APMP BoK references provided should be considered to be indicative rather than comprehensive, i.e. there may be other valid references within the BoK.

The APMP BoK comprises 51 topics organized into seven categories. The Proposal Graphics Micro-Certification is based on the Graphics and Action Captions section of the BoK, found under the 'Create Deliverables' category.

7 Syllabus Exclusions

The entire Proposal Graphics topic within the APMP BoK is included within the syllabus.

Syllabus Area Code AD		Syllabus Area : ***Audience Motivations and the Designer's Role* (AD) Theme**	Primary References
Level	Topic		
Recall key facts relating to the roles and responsibilities in the proposal process **Specifically to recall:**			
01	01	The definition of the Conceptualizer's Role and its recommended positioning in the proposal team	3.1.1
01	02	The definition and focus of the Renderer's Role and recommended delivery	3.1.2
Understand what motivates the audience and the roles and responsibilities in the proposal process **Specifically to describe:**			
02	01	How the customer's motivations relates to perceived value and how that can be delivered in a proposal	2.0, Figure 2-2
02	02	When in the proposal development lifecycle that graphics should be created, the use of graphics as a storyboard/roadmap and the graphics support activities that take place in the stages of the business development lifecycle	4.0, 3.0, Figure 3-1
02	03	The methods used by the Conceptualizer 1. Materials based 2. Team based	3.1.1
02	04	The steps involved by the Renderer when producing graphics	3.1.2

Syllabus Area Code CE		Syllabus Area : *When and How to Create and Evaluate Graphics* (CE) Theme	Primary References
Level	Topic		
Understand when graphics should be created and the steps involved in creating and reviewing them **Specifically to describe:**			
02	01	The reasons and characteristics of the three situations in which proposal graphics are especially important, specifically: 1. Information is too complex for words alone 2. Information is a critical success factor 3. Emotions need to be influenced	4.0
02	02	How and why to carry out the Summarize (Create your graphic's message) graphics creation step	4.0
02	03	How and why to carry out the Explain (Provide the details that prove the summary) graphics creation step	4.0
02	04	How and why to carry out the Visualize (Turn the summary and explanation into a visual concept) graphics creation step	4.0
02	05	How and why to carry out the Render (Turn the concept into a professional, compliant graphic) graphics creation step	4.0
02	06	The three variables for reviewing graphics and how to ensure that the broadest audience will understand the graphics: 1. Goal 2. Content 3. Aesthetics	4.0

Syllabus Area Code TY		Syllabus Area : *Types of Proposal Graphics* (TY) Theme	Primary References
Level	Topic		
Understand the types of proposal graphics and when they should be used **Specifically to describe:**			
02	01	The categories of traditional graphics, with examples and best practices: 1. Quantitative graphics 2. Process Flows and Timelines 3. Comparison charts	5.0, Fig 5-1
02	02	The categories of traditional graphics, with examples and best practices: 1. Hierarchical graphics 2. Schematics 3. Maps	5.0, Fig 5-1
02	03	The features, benefits and disadvantages of using multimedia graphics: 1. Web-based deliverables 2. Videos 3. Interactivity (animations and non-linear navigation)	5.0

Syllabus Area Code DP		Syllabus Area : *Design Principles and Techniques* (DP) Theme	Primary References
Level	Topic		
Understand how the most common design principles and techniques are used with proposal graphics **Specifically to describe and explain:**			
02	01	The reasons, best practices and pitfalls in the use of 'color'	6.0
02	02	The reasons, best practices and pitfalls in the use of 'style'	6.0
02	03	The reasons, best practices and pitfalls in the use of 'consistency'	6.0
02	04	The reasons, best practices and pitfalls in the use of 'grid'	6.0
02	05	The reasons, best practices and pitfalls in the use of 'balance'	6.0
02	06	The reasons, best practices and pitfalls in the use of 'shapes'	6.0

Syllabus Area Code IN		Syllabus Area : *Industry Best Practices* (IN) Theme	Primary References
Level	Topic		
Recall the industry best practices related to proposal graphics **Specifically to recall:**			
01	01	The five information consumption variables (how we digest and process information)	7.6, Figure 7.6-1
Understand how industry best practices are used with proposal graphics **Specifically to describe and explain:**			
02	01	The characteristics and benefits of a good template, and the variables that need to be taken into account	7.1
02	02	The impact that file formats and graphic dimensions have on graphic resolution and the differences between vector and raster graphics	7.2, Figure 7.2-1
02	03	The restrictions on graphics related to copyright law	7.4
02	04	The techniques for meeting accessibility and inclusivity goals: 1. Guidelines and benefits of avoiding visual noise and complexity 2. Techniques available to meet accessibility and inclusivity goals 3. Aspects to consider to allow for inclusivity and cultural sensitivity	7.5, 7.6
02	05	The reasons why proposal graphics should adhere to accessibility standards	7.6

Syllabus Area Code TF		Syllabus Area : ***Tools and Emerging Technologies and Flexing Design Principles* (TF) Theme**	Primary References
Level	Topic		
Understand how tools and emerging technologies are used with proposal graphics and why design principles are flexed **Specifically to describe and explain:**			
02	01	The features, benefits and disadvantages of the most commonly used proposal graphics tools: 1. Adobe Creative Cloud/Adobe Suite 2. Microsoft 365/Microsoft Office 3. Google Suite (G Suite)/Google Workspace 4. Emerging technologies	Table 8.1.2-1-1, 8.2
02	02	The factors that affect design principles, specifically: 1. Typical aesthetic requirements 2. Typical technical requirements 3. Areas that may need to be changed to meet aesthetic and technical requirements	9.0
02	03	The common pitfalls related to creating proposal graphics	9.0