

SAVE International VMA Exam Questions—Secret To Pass On First Attempt

Overview

Align and accredit SAVE International's certification program with ANSI (American National Standards Institute)



The SAVE Certification Board has developed a set of Core Competencies and Learning Objectives



The Certification Program Transition Schedule details the timing of the VMF 1 and VMF 2, and the VMA and CVS exams



Education



Module I Workshop
Module II Seminar



VMF 1
VMF 2



VMF 1
VMF 2



Training material will be licensed

CVS Certification



Obtain 40 Professional Development Units (PDUs) every two years *



Self-report completed hours using an affidavit form



Submit documentation of PDUs upon random annual audits

* A minimum of 70% must be from Educational related courses. A maximum of 30% may come from Membership and Services Related areas.

VMA Certification



VMAS will be required to complete one SAVE e-learning course per year to maintain their certification

More details regarding the SAVE certification program changes will be communicated as they become available. Please contact SAVE International at info@value-eng.org if you have any questions.

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PassLeaderVCE offers the VMA exam questions in a convenient PDF format, allowing you to easily download them on your PC, laptop, Mac, tablet, or smartphone. With this accessibility, you can access the SAVE International VMA PDF questions anytime and from anywhere. Having all the information about the Value Methodology Associate (VMA) Exam at your fingertips enhances your studying experience, making it easier and more effective, whether you're at home or on the go.

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SAVE International Value Methodology Associate Sample Questions (Q20-Q25):

NEW QUESTION # 20

In which phase is a large quantity of ideas or alternatives generated to accomplish the functions?

- A. Function Analysis Phase
- B. Evaluation Phase
- C. Creativity Phase
- D. Presentation Phase

Answer: C

Explanation:

The Value Methodology (VM) Job Plan consists of six phases, as outlined in the VMF 1 course (Core Competency #3: Value Methodology Job Plan). The phase dedicated to generating a large quantity of ideas or alternatives is the Creativity Phase (also known as the Creative Phase). According to SAVE International's Value Methodology Standard, "the Creativity Phase is where a large quantity of ideas or alternatives is generated to accomplish the functions identified in the Function Analysis Phase, using techniques like brainstorming to encourage divergent thinking." This phase focuses on producing as many ideas as possible without judgment, as established in Question 40, where the objective of the Creativity Phase was confirmed as generating improvement ideas.

- * Option A (Creativity Phase) is correct, as it is the phase dedicated to generating a large quantity of ideas to accomplish functions.
- * Option B (Presentation Phase) is incorrect because this phase involves presenting recommendations to stakeholders, not generating ideas.
- * Option C (Evaluation Phase) is incorrect because this phase involves assessing and selecting ideas, not generating them (as noted in Question 33).
- * Option D (Function Analysis Phase) is incorrect because this phase focuses on identifying and analyzing functions, not generating ideas (as noted in Question 37).

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, detailing the Creativity Phase's role in idea generation.

SAVE International, VMF 1 Core Competency #6 (Creative Thinking and Idea Generation), emphasizing the generation of a large quantity of ideas (consistent with Question 40).

NEW QUESTION # 21

Which function is located to the left of the left vertical line in a FAST diagram?

- A. Lower Order Function
- B. Basic Function
- C. Secondary Function
- D. Higher Order Function

Answer: D

Explanation:

The Function Analysis System Technique (FAST) diagram is a key tool in Value Methodology's Function Analysis phase, as taught in the VMF 1 course (Core Competency #2). FAST diagrams map the relationships between functions, with the horizontal axis showing the "how-why" logic (critical path) and vertical lines called scope lines defining the study's boundaries. According to SAVE International's Value Methodology Standard, "the left vertical line in a FAST diagram is a scope line, and the function immediately to its right is typically the higher-order function, which represents the overarching goal or need for the system." The function to the left of the left scope line is outside the study's scope and often represents an even broader objective or external assumption that drives the higher-order function. However, in standard FAST diagramming, the higher-order function is the closest function to the left scope line within the scope, and functions to the left of the scope line (e.g., P in the diagram from Question 30) are external.

In the context of the VMA exam and VMF 1, the question likely tests the understanding of the higher-order function's position relative to the scope line. As established in Question 18, Function E (just inside the left scope line B) is the higher-order function. Functions to the left of the left scope line (e.g., P) are typically external assumptions or broader objectives, but the options provided (A, B, C, D) refer to standard function classifications within the FAST framework. The higher-order function (C) is the most relevant choice, as it is the function closest to the left scope line within the study's scope, and the question may be interpreted as asking for the function type associated with that position.

- * Option A (Basic Function) is incorrect because the basic function is typically more central on the critical path, not at the far left.
- * Option B (Secondary Function) is incorrect because secondary functions are vertical (supporting the critical path), not on the main path near the left scope line.
- * Option C (Higher Order Function) is correct, as the higher-order function is located just to the right of the left scope line (e.g., Function E), and the question may be interpreted in this context based on standard FAST conventions.
- * Option D (Lower Order Function) is incorrect because lower-order functions are to the right of the basic function, representing more specific outcomes, not near the left scope line.

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining the position of the higher- order function in FAST diagrams.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing FAST diagramming conventions, including the role of scope lines and higher-order functions.

NEW QUESTION # 22

What is a function of a teacup?

- A. Contain liquid
- B. Provide container
- C. Allow drinking
- D. Contain tea

Answer: A

Explanation:

Function Analysis in Value Methodology involves identifying and classifying functions using verb-noun combinations, as taught in the VMF 1 course (Core Competency #2). The basic function of an item is its primary purpose-what it must do to fulfill its intended use, defined in broad, measurable terms. According to SAVE International's Value Methodology Standard, "functions should be expressed at a level that captures the core purpose of the item, avoiding overly specific or secondary actions." For a teacup, the basic function is the most fundamental action it performs. A teacup's primary purpose is to contain liquid, as this captures the essential role of holding a liquid (e.g., tea, water, or any beverage), which applies to all teacups regardless of the specific liquid or use.

* Option A (Provide container) is incorrect because "provide container" is not a standard verb-noun function format and is too vague; the teacup itself is the container, and the function is what it does (contain liquid).

* Option B (Allow drinking) is incorrect because allowing drinking is a secondary function or outcome; the teacup must first contain liquid before drinking can occur, and not all uses involve drinking (e.g., holding liquid for soaking).

* Option C (Contain tea) is incorrect because, while a teacup often contains tea, this is too specific; a teacup can hold other liquids (e.g., coffee, water), so the basic function is broader.

* Option D (Contain liquid) is correct, as it defines the basic function of a teacup in the most fundamental terms, encompassing all potential uses, similar to how a pen's function was defined as "mark surface" in Question 38.

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), which includes defining basic functions using verb-noun combinations.

SAVE International, "Value Methodology Standard," section on Function Analysis, emphasizing the identification of basic functions as the core purpose of an item (consistent with Question 38).

NEW QUESTION # 23

The Pareto Principle as applied in the Value Methodology means:

- A. 20% of risks impact 80% of elements
- B. 20% of elements represent 80% of the cost
- C. 80% of functions represent 20% of components
- D. 80% of the whole includes 20% of the resources

Answer: B

Explanation:

The Pareto Principle, often referred to as the 80/20 rule, is a concept used in Value Methodology to focus efforts on the most impactful areas during cost analysis. In the context of VM, as taught in the VMF 1 course (Core Competency #4: Cost Analysis), the Pareto Principle is applied to identify high-cost areas that offer the greatest potential for value improvement. According to SAVE International's Value Methodology Standard,

"the Pareto Principle in VM states that approximately 20% of the elements (components, functions, or items) typically account for 80% of the total cost." This allows the VM team to prioritize their efforts on the small number of elements that drive the majority of the cost, thereby maximizing value improvement (function /cost). For example, in a project, a few components (like a specialized motor in a machine) might represent the bulk of the cost, and optimizing those components can yield significant savings.

* Option A (20% of risks impact 80% of elements) is incorrect because the Pareto Principle in VM focuses on cost distribution, not risk impact.

- * Option B (20% of elements represent 80% of the cost) is correct, as it directly aligns with the application of the Pareto Principle in VM cost analysis.
- * Option C (80% of functions represent 20% of components) is incorrect because it reverses the principle and does not reflect the cost-focused application in VM.
- * Option D (80% of the whole includes 20% of the resources) is incorrect because it misapplies the principle and is too vague for VM's specific use of Pareto in cost analysis.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value- eng.org>, section on cost analysis, referencing the Pareto Principle for identifying high-cost elements.

SAVE International, VMF 1 Core Competency #4 (Cost Analysis), emphasizing the use of the Pareto Principle to focus on high-cost areas.

NEW QUESTION # 24

Which of the following is a basic function of a bicycle?

- A. Provide Transportation
- B. Transport Mass
- C. Move People
- D. Transport Goods

Answer: A

Explanation:

Function Analysis in Value Methodology involves identifying and classifying functions using verb-noun combinations, as taught in the VMF 1 course (Core Competency #2). The basic function of an item is its primary purpose-what it must do to fulfill its intended use. For a bicycle, the basic function is the most general and essential action it performs. According to SAVE International's Value Methodology Standard, functions should be defined in broad, measurable terms (e.g., verb-noun format) to capture the core purpose.

The basic function of a bicycle is to "provide transportation," as this encompasses its primary role of enabling movement for people or goods.

* Option A (Transport Mass) is incorrect because "mass" is too vague and not specific to the bicycle's purpose; it could apply to any object being moved.

* Option B (Move People) is incorrect because, while a bicycle often moves people, this is a secondary function-bicycles can also transport goods (e.g., in cargo bikes), so it's not the most fundamental function.

* Option C (Provide Transportation) is correct because it captures the bicycle's primary purpose in the broadest sense, covering both people and goods, aligning with VM's focus on defining basic functions at a high level.

* Option D (Transport Goods) is incorrect because transporting goods is a specific use case, not the bicycle's primary function, which is broader.

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), which includes defining basic functions using verb-noun combinations.

SAVE International, "Value Methodology Standard," section on Function Analysis, emphasizing the identification of basic functions as the core purpose of an item.

NEW QUESTION # 25

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