

# Quiz 2026 Pass-Sure SAVE International Latest VMA Exam Vce



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## Latest VMA Exam Vce - Latest Version

The VMA exam questions by experts based on the calendar year of all kinds of exam after analysis, it is concluded that conforms to the exam thesis focus in the development trend, and summarize all kind of difficulties you will face, highlight the user review must master the knowledge content. Our Value Methodology Associate study question has high quality. So there is all effective and central practice for you to prepare for your test. With our professional ability, we can accord to the necessary testing points to edit VMA Exam Questions. It points to the exam heart to solve your difficulty.

## SAVE International Value Methodology Associate Sample Questions (Q47-Q52):

NEW QUESTION # 47

All-the-time functions are:

- A. Undesirable
- B. A drain on resources
- C. Outside the study scope
- **D. Continuous**

**Answer: D**

Explanation:

In Value Methodology's Function Analysis, functions are classified based on their characteristics, as taught in the VMF 1 course (Core Competency #2: Function Analysis). According to SAVE International's Value Methodology Standard, "all-the-time functions are those that occur continuously or are always active during the operation of the system." In a FAST diagram, all-the-time functions are often shown vertically (e.g.,

"when" direction) alongside the critical path, indicating they are ongoing while the main functions are performed. For example, in a car, "provide safety" (e.g., through seatbelts) is an all-the-time function because it is always active when the car is in use. This aligns with the FAST diagramming convention of showing simultaneous functions.

\* Option A (Outside the study scope) is incorrect because all-the-time functions are within the scope if they are part of the system's operation, though they may be supporting functions.

\* Option B (A drain on resources) is incorrect because all-the-time functions are not necessarily resource-intensive; they are simply continuous.

\* Option C (Continuous) is correct, as it matches the definition of all-the-time functions in VM.

\* Option D (Undesirable) is incorrect because all-the-time functions are not inherently undesirable; they may be essential (e.g., "provide safety").

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), defining all-the-time functions as continuous in FAST diagramming.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing all-the-time functions as those that occur continuously during system operation.

## NEW QUESTION # 48

What is the correct sequence of the last four phases of the Value Methodology Job Plan?

- A. Development, Evaluation, Presentation, and Implementation
- B. Evaluation, Development, Implementation, and Presentation
- C. Development, Presentation, Evaluation, and Implementation
- **D. Evaluation, Development, Presentation, and Implementation**

**Answer: D**

Explanation:

The Value Methodology (VM) Job Plan, as outlined in the VMF 1 course and SAVE International's Value Methodology Standard, consists of six phases: Information, Function Analysis, Creative, Evaluation, Development, and Presentation. This was established in Question 1, where the VM Job Plan was confirmed to have six phases. The last four phases, therefore, are: Creative, Evaluation, Development, and Presentation.

However, the options include "Implementation," which is not a formal phase in the standard VM Job Plan but is often considered a post-study activity (e.g., in the post-study phase, where recommendations are implemented). For the purposes of the VMA exam, which focuses on the VMF 1 curriculum, Implementation is sometimes treated as an extension of the Presentation Phase, where the team ensures stakeholder buy-in and facilitates the transition to implementation.

Thus, the correct sequence of the last four phases, interpreting Implementation as the post-Presentation activity, is:

\* Creative(third phase, but the first of the last four).

\* Evaluation(fourth phase): Assess ideas for feasibility and value improvement.

\* Development(fifth phase): Refine selected ideas into actionable proposals.

\* Presentation(sixth phase): Present recommendations to stakeholders for approval and implementation.

\* Implementation: Follows Presentation as a post-study activity to execute the recommendations.

\* Option A (Development, Presentation, Evaluation, and Implementation) is incorrect because Evaluation must precede Development-ideas are evaluated before being developed into proposals.

\* Option B (Evaluation, Development, Presentation, and Implementation) is correct, as it follows the VM Job Plan's sequence and includes Implementation as the post-study step.

\* Option C (Evaluation, Development, Implementation, and Presentation) is incorrect because Presentation (delivering

recommendations) must occur before Implementation.

\* Option D (Development, Evaluation, Presentation, and Implementation) is incorrect because Development cannot precede Evaluation in the VM Job Plan.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, detailing the six phases of the VM Job Plan.

SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), outlining the sequence of phases, with Implementation as a post-study activity.

### NEW QUESTION # 49

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

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

**Answer: A**

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 # 50

Within the scope of a residential door (including the door frame, hinges, lock set, and door handle), which of the following does not contain activities?

- A. Install screws, separate spaces, secure space
- B. Restrict access, improve safety, transmit force
- C. Rotate door, support load, grasp handle
- D. Connect spaces, construct frame, attract user

**Answer: B**

Explanation:

In Value Methodology's Function Analysis, functions and activities are distinct concepts, as taught in the VMF 1 course (Core Competency #2: Function Analysis). According to SAVE International's Value Methodology Standard, "functions are what a product, process, or system does, expressed in a verb-noun format (e.g., 'restrict access'), while activities are tasks, actions, or operations that describe how a function is performed (e.g., 'install screws')" (as noted in Question 43). The question asks for the option that does not contain activities, meaning it should only include functions (verb-noun combinations) and no activities (specific tasks).

For a residential door:

- \* Option A (Restrict access, improve safety, transmit force):
- \* Restrict access (function: the door limits entry).
- \* Improve safety (function: the door enhances security).
- \* Transmit force (function: the handle or hinges transfer force to open/close). All are functions in verb-noun format, with no activities (specific tasks).
- \* Option B (Connect spaces, construct frame, attract user):
- \* Connect spaces (function: the door links rooms).
- \* Construct frame (activity: the task of building the frame).
- \* Attract user (function: the door's aesthetics draw attention). Contains an activity (construct frame).
- \* Option C (Rotate door, support load, grasp handle):
- \* Rotate door (function: the hinges enable rotation).
- \* Support load (function: the frame bears the door's weight).
- \* Grasp handle (activity: the action of holding the handle). Contains an activity (grasp handle).
- \* Option D (Install screws, separate spaces, secure space):
- \* Install screws (activity: the task of fastening screws).
- \* Separate spaces (function: the door divides rooms).
- \* Secure space (function: the lock protects the area). Contains an activity (install screws).
- \* Option A (Restrict access, improve safety, transmit force) is correct, as it contains only functions, with no activities.
- \* Option B is incorrect because "construct frame" is an activity.
- \* Option C is incorrect because "grasp handle" is an activity.
- \* Option D is incorrect because "install screws" is an activity.

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SAVE International, VMF 1 Core Competency #2 (Function Analysis), distinguishing between functions (verb-noun) and activities (how functions are performed).

SAVE International, "Value Methodology Standard," section on Function Analysis, defining functions and activities (consistent with Question 43).

## NEW QUESTION # 51

How many phases are in the VM Job Plan?

- **A. 0**
- B. 1
- C. 2
- D. 3

**Answer: A**

Explanation:

The Value Methodology (VM) Job Plan is a structured, systematic process central to Value Methodology, as defined in the Value Methodology Fundamentals 1 (VMF 1) course and SAVE International's Value Methodology Standard. According to these sources, the VM Job Plan consists of six phases: Information, Function Analysis, Creative, Evaluation, Development, and Presentation. These phases ensure a disciplined approach to analyzing functions, generating ideas, evaluating alternatives, and presenting value-enhancing recommendations.

\* Information Phase: Collect and analyze data on project scope, costs, constraints, and objectives to establish a baseline for the study.

\* Function Analysis Phase: Identify, classify, and analyze functions (e.g., basic, secondary) using tools like the Function Analysis System Technique (FAST) to understand their purpose and relationships.

\* Creative Phase: Generate a broad range of ideas to improve value through brainstorming or other creative techniques, focusing on alternative ways to perform functions.

\* Evaluation Phase: Assess the feasibility, cost impact, and benefits of ideas using criteria like performance, quality, and alignment with project goals.

\* Development Phase: Refine the most promising ideas into detailed, actionable proposals, including implementation plans and cost estimates.

\* Presentation Phase: Communicate recommendations to stakeholders through reports, presentations, or other deliverables to gain approval and facilitate implementation.

SAVE International's VMF 1 course, which is a prerequisite for the VMA exam, explicitly teaches these six phases as part of Core Competency #3 (Value Methodology Job Plan). The standard is consistent across SAVE International's documentation, including the Value Methodology Standard and certification guidelines.

Options A (3), C (7), and D (8) do not match the official six-phase structure of the VM Job Plan.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, which outlines the six-phase VM Job Plan.

SAVE International, "Value Methodology Associate (VMA) Certification," <https://www.value-eng.org/page/VMA>, referencing the VMF 1 course content and Core Competency #3.

VMF 1 Course Objectives, as described in SAVE International's training materials, emphasizing the six-phase Job Plan structure.

## NEW QUESTION # 52

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