

Prominent Features of Actual4test SAVE International VMA Exam Questions

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.

What's more, part of that Actual4test VMA dumps now are free: https://drive.google.com/open?id=1a0XhUO6a_mGkIHwfHogiYPloo1V70LR

Many customers may doubt the quality of our SAVE International VMA learning quiz since they haven't tried them. But our VMA training engine is reliable. What you have learnt on our Value Methodology Associate VMA Exam Materials are going through special selection. The core knowledge of the real exam is significant.

To save resources of our customers, we offer Real VMA Exam Questions that are enough to master for VMA certification exam. Our SAVE International VMA Exam Dumps are designed by experienced industry professionals and are regularly updated to reflect the latest changes in the Value Methodology Associate exam content.

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SAVE International Value Methodology Associate Sample Questions (Q52-Q57):

NEW QUESTION # 52

The best study results will usually come from applying the value methodology with:

- A. The current project team
- B. A team working in similar disciplines

- C. An executive-level task force
- D. A multidisciplinary team with a selected set of skills

Answer: D

Explanation:

Value Methodology (VM) relies heavily on effective team dynamics to achieve optimal results, as emphasized in the VMF 1 course (Core Competency #5: Value Team Dynamics). According to SAVE International's Value Methodology Standard, "the best VM study results are typically achieved with a multidisciplinary team with a selected set of skills, bringing diverse perspectives and expertise to analyze functions, generate ideas, and develop solutions." A multidisciplinary team includes members from different disciplines (e.g., engineering, finance, design, operations) relevant to the project, ensuring a comprehensive understanding of the system and fostering innovative solutions through varied viewpoints. The VMF 1 course highlights that such teams are more effective at identifying value improvement opportunities because they combine technical, financial, and operational insights.

- * Option A (An executive-level task force) is incorrect because executives may lack the technical expertise needed for detailed function analysis and idea generation, though they may sponsor the study.
 - * Option B (A team working in similar disciplines) is incorrect because a lack of diversity in perspectives can limit creativity and overlook key opportunities, which a multidisciplinary team avoids.
 - * Option C (The current project team) is incorrect because the project team may be too close to the problem, potentially leading to bias and a narrower focus, whereas a multidisciplinary team brings fresh perspectives.
 - * Option D (A multidisciplinary team with a selected set of skills) is correct, as it aligns with VM best practices for achieving the best study results.
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- SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value-eng.org>, emphasizing the importance of multidisciplinary teams in VM studies.
- SAVE International, VMF 1 Core Competency #5 (Value Team Dynamics), highlighting the effectiveness of diverse, skilled teams in VM.

NEW QUESTION # 53

A Random Function Identification table contains:

- A. Costs, time, and risks
- B. Elements, functions, and classifications
- C. Inputs, objectives, and sequence
- D. Components, resources, and criteria

Answer: B

Explanation:

Random Function Identification is a technique used in Value Methodology's Function Analysis phase to identify and organize functions before creating a Function Analysis System Technique (FAST) diagram, as taught in the VMF 1 course (Core Competency #2). According to SAVE International's Value Methodology Standard, Random Function Identification involves "listing all functions of a system or project in a table, typically including the elements (components or parts), their associated functions (in verb-noun format), and their classifications (e.g., basic, secondary, higher-order)." This table helps the VM team systematically identify and categorize functions during the early stages of analysis, ensuring all functions are captured before structuring them in a FAST diagram.

- * Option A (Inputs, objectives, and sequence) is incorrect because inputs and objectives are part of the Information Phase, and sequence is addressed in FAST diagramming, not in the Random Function Identification table.
 - * Option B (Costs, time, and risks) is incorrect because these are related to cost analysis or implementation planning, not function identification.
 - * Option C (Elements, functions, and classifications) is correct, as it aligns with the purpose of the Random Function Identification table in VM.
 - * Option D (Components, resources, and criteria) is incorrect because resources and criteria are not part of function identification; criteria are used in the Evaluation Phase.
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SAVE International, VMF 1 Core Competency #2 (Function Analysis), which includes Random Function Identification as a precursor to FAST diagramming.

SAVE International, "Value Methodology Standard," section on Function Analysis, describing the Random Function Identification table as listing elements, functions, and classifications.

NEW QUESTION # 54

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. Rotate door, support load, grasp handle
- C. Connect spaces, construct frame, attract user
- D. **Restrict access, improve safety, transmit force**

Answer: D

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).

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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 # 55

When transforming the VM study subject's cost information, the potential for achieving major savings is:

- A. **Greatest during the early phases of the project lifecycle**
- B. Enhanced when outputs are included in calculations
- C. Improved when costs are aligned with scope increases
- D. Increased when the VM proposals improve performance

Answer: A

Explanation:

Transforming cost information in a Value Methodology (VM) study involves analyzing and optimizing costs to improve value, often through cost models or financial analysis, as taught in the VMF 1 course (Core Competency #1: Value Methodology Overview). According to SAVE International's Value Methodology Standard, "the potential for achieving major savings is greatest during the

early phases of the project lifecycle, such as planning or conceptual design, when decisions about scope, design, and requirements are made." This principle is based on the "cost influence curve," which shows that the ability to influence costs is highest early in the project, before costs are locked in by detailed design or implementation. Applying VM early allows the team to make fundamental changes (e.g., rethinking functions or materials) that yield significant savings, whereas later phases (e.g., construction or operation) offer less flexibility and higher change costs.

* Option A (Greatest during the early phases of the project lifecycle) is correct, as it aligns with VM's emphasis on early intervention for maximum cost savings, as seen in Question 21.

* Option B (Increased when the VM proposals improve performance) is incorrect because, while performance improvements can enhance value, the greatest potential for savings is tied to timing, not performance.

* Option C (Enhanced when outputs are included in calculations) is incorrect because including outputs may improve analysis accuracy, but it does not directly address the timing of savings potential.

* Option D (Improved when costs are aligned with scope increases) is incorrect because scope increases often raise costs, whereas VM aims to reduce costs while maintaining or improving function.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value- eng.org>, emphasizing early application of VM for major savings.

SAVE International, VMF 1 Core Competency #1 (Value Methodology Overview), highlighting the cost influence curve and early intervention benefits.

NEW QUESTION # 56

The primary objective of the Information phase is to:

- A. Create a cost model
- B. Obtain the voice of the customer
- **C. Understand the subject**
- D. Transform information

Answer: C

Explanation:

The Information Phase is the first phase of the Value Methodology (VM) Job Plan, as outlined in the VMF 1 course (Core Competency #3: Value Methodology Job Plan). According to SAVE International's Value Methodology Standard, "the primary objective of the Information Phase is to obtain a thorough understanding of the subject of the VM study by gathering and analyzing data on project scope, costs, constraints, objectives, and stakeholder needs." This phase establishes the foundation for the entire study by ensuring the team fully understands the project, its goals, and its constraints before proceeding to function analysis. While obtaining the voice of the customer (e.g., through focus panels, as noted in Question 34) and creating cost models are activities within this phase, the overarching objective is to understand the subject comprehensively.

* Option A (Understand the subject) is correct, as it directly aligns with the primary objective of the Information Phase per VM standards (also noted in Question 14).

* Option B (Obtain the voice of the customer) is incorrect because, while this is an activity within the Information Phase, it is not the primary objective; the broader goal is understanding the subject.

* Option C (Create a cost model) is incorrect because cost modeling is a specific activity within the Information Phase, not the primary objective.

* Option D (Transform information) is incorrect because transforming information occurs later (e.g., during Function Analysis or Development), not as the primary goal of the Information Phase.

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SAVE International, "Value Methodology Standard and Body of Knowledge," available at <https://www.value- eng.org>, detailing the Information Phase's objective to understand the study subject.

SAVE International, VMF 1 Core Competency #3 (Value Methodology Job Plan), emphasizing the role of the Information Phase in understanding the subject (as noted in Question 14).

NEW QUESTION # 57

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