

1 INTRODUCTION

- 1.1 The objectives of the examination are to enable candidates to demonstrate an understanding of MoV and an ability to apply and analyse the method to a given set of circumstances described in a scenario. The MoV syllabus defines the learning outcomes that are being tested at Practitioner level. The Practitioner examination uses objective test questions which require candidates to choose a response to a question from a set of choices for which the correct answer is pre-determined.
- 1.2 The following paragraphs explain the format of the examination paper and the different types of question asked. There are also some suggestions on how to approach answering the various types of question.

2 STRUCTURE OF THE PAPER

The examination paper consists of three booklets.

- Scenario Booklet
- Question Booklet
- Answer Booklet

- 2.1 **The Scenario Booklet** will contain one scenario providing a description of an organization that needs to change and plans to do this by way of one or more programmes or projects to which MoV is applicable. The Scenario Booklet may also provide additional information for one or more of the eight questions. Where this additional information is to be used, this is clearly stated in bold within the question. **Additional information is only to be used for the question to which it relates.**
- 2.2 The combination of the scenario, each question and any additional information for that question will provide the context within which the question is to be answered. This context may relate to any aspect of the use of MoV as described in the guide.
- 2.3 **The Practitioner Question Booklet** will contain **eight** questions. Each of the eight questions is worth 10 marks. This gives a total of 80 marks. The pass mark is 40 (50%). Each of the eight questions may be sub-divided into parts. Each of the part-questions will identify the portion of the 10 marks allocated to it and will consist of individual question-lines, each worth 1 mark.
- 2.4 Candidates are expected to answer all questions.

- 2.5 **The Answer Booklet** will contain the answer sheets on which the candidate's answers must be given. There will only be **one answer** to each question-line unless it is clearly stated otherwise within the question.
- 2.6 There may be question-lines where candidates are required to select one answer, but where the candidate might consider that more than one answer could be valid. Owing to the flexible nature of MoV this is inevitable on some topics, and for this reason some questions may ask 'Which of the following is **MOST...**'. The candidate is required to select one answer which best fits with the given scenario and MoV guidelines and principles. If the candidate selects more than one answer in the Answer Booklet, the response line will be void and no mark awarded for that question line.

3 **MoV SYLLABUS AREAS ADDRESSED**

- 3.1 Questions will cover just one of the 8 areas of the MoV Practitioner syllabus (see table below). It is likely that there will be more than one question on major areas of the syllabus in an examination.

Syllabus Area Code	Syllabus Area Title
IN	Introduction
PI	Principles
PR	Processes
MT	MoV Techniques
CT	Commonly used Techniques
AP	Approach to implementation
EE	Environment and Embedding
AD	Appendices A-D

- 3.2 All the areas of the syllabus are examinable and some questions might include aspects of related syllabus areas even if they are not strictly about that area itself. For example, a question on the application of a technique may include reference to, and questions about, roles and responsibilities even though it is not formally testing the candidate's understanding of Environment and Embedding in the guide.

4 **TYPES OF QUESTION**

There are a number of different test types used within the paper.

The test types are:

Classic Multiple Choice Question - 'choose one from a list of possible answers'. The example given below requires candidates to refer to some additional information provided in the Scenario Booklet and then answer questions about it by selecting the correct response from a list of three to four options.

In the context of the Scenario, answer the following questions about the importance of developing the right culture and behaviours to maximize value.

1	<p>Which statement BEST demonstrates understanding of how to maximize value?</p> <p>A CHECO is embarking on a major change programme. As directors, we have all the knowledge and authority required to drive through the changes.</p> <p>B The staff are CHECO's greatest asset. We need to engage them, and other key stakeholders, to use their knowledge and unlock their talents.</p> <p>C This is a complex set of changes. Each Department must focus on implementing the changes that meet their own needs.</p>
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Multiple Response - 'choose two correct options from a list of five options'. This question follows exactly the same format as the 'Classic style', but more than one answer is required. It is the **only question style that requires more than one answer**. Both responses must be correct to gain a mark. If more or fewer than two responses are given, then the answer will be void.

Using the Scenario, answer the following questions about the MoV principle of 'Balance the variables to maximize value'.

Remember to limit your answer to 2 responses as stated in the question.

1	<p>Which 2 proposals are MOST closely aligned with the MoV principle?</p> <p>A Project 1 (Sites) - the Property Director, as the key stakeholder, will maximize value by making new site acquisition decisions based on an evaluation of property costs.</p> <p>B Project 2 (Modernization) - the modernization of retained homes will consider the views of residents and their relatives, as well as local communities.</p> <p>C Project 3 (Operating model) - optimizing the operating model for the expanded care homes will be driven by those staff with experience of how care homes should be operated.</p> <p>D Project 4 (Reporting System) - to ensure that all the statutory regulations are covered; the Director of Finance, Legal and Compliance will determine the requirements for this project.</p> <p>E Project 5 (Training) – the value placed on benefits obtained from 'The Caring Professional' training proposals will need to be considered from the perspectives of different stakeholders.</p>
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Matching - involves linking items in one list to items in a second list. There is **only one correct response** to each question, but options in the second list can be used once, more than once or not at all.

Using the Scenario, answer the following question about how to gather, analyze and process information.

Column 1 is a list of requirements agreed for specific projects. Column 2 is a list of some of the tools, techniques or skills that may be used when gathering, analyzing and processing information. For each requirement in Column 1, select the tool, technique or skill from Column 2 that is **MOST** appropriate for supporting this requirement.

Each selection from Column 2 can be used once, more than once or not at all.

	Column 1	Column 2
1	Project 2 (Modernization) the senior MoV practitioner needs a technique to help the design teams identify areas for improvement in the laundry operations.	A MoV study handbook B Lessons learnt database C Cost modelling D Briefing meeting E Function analysis F Facilitation G Brainstorming H Stakeholder analysis
2	Project 5 (Training) must provide training in the skills that will best prepare members of staff to lead MoV studies.	
3	Project 1 (Sites) management must understand the costs of running the homes.	
4	Project 3 (Operating model) requires representatives of all operational staff to participate in generating a large number of creative ideas to improve the way in which homes are operated.	

Assertion/Reason - each item consists of two statements, an assertion and a reason that are linked by the word 'because'. Firstly, candidates must determine whether the 'assertion' statement is true or false and then, independently of the assertion, whether the 'reason' statement is true or false.

If either or both statements are false, the answer can be selected from options C, D or E. However, if both statements are true, a third step is required.

To determine between options A or B, candidates must determine whether or not the reason is a correct explanation for the assertion. If it is, the answer is A. If it is not, the answer is B

There is **only one correct response** to each question-line, but options can be used once, more than once or not at all.

Using the Scenario, answer the following question about where and when it is appropriate to use MoV.

Each line in the table below consists of an assertion statement and a reason statement. For each line identify the appropriate option, from options A to E, that applies.

Each option can be used once, more than once or not at all.

Option	Assertion	Reason	
A	True	True	AND the reason explains the assertion
B	True	True	BUT the reason does not explain the assertion
C	True	False	
D	False	True	
E	False	False	

	Assertion		Reason
1	It is appropriate for the CEO to promote the use of MoV across the whole portfolio of changes defined by the CHECO vision and change programme.	BECAUSE	MoV should be applied from start up and right through the lifecycle of a project.
2	In Project 1 (Sites), the disposal of existing care homes involves factors that are NOT suitable for MoV analysis.	BECAUSE	MoV enables unambiguous definition of the intended Project outputs, aligned with the organization's strategic goals.
3	Project 4 (Reporting system) is likely to benefit significantly from the use of MoV.	BECAUSE	Many IT projects are perceived to deliver few benefits at huge cost.
4	It is appropriate for the CEO to mandate that formal MoV studies should be conducted to inform key decision points of the change programme.	BECAUSE	The outputs from MoV studies are equally valuable at each stage of a project.

- **Classic Assertion Reason** - each question-line consists of a list of items, each of which is composed of two statements, an assertion and a reason that are linked by the word 'because'.

Each item claims that Statement A is true BECAUSE of Statement B. Candidates must determine whether the 'assertion' part of the statement is true or false and then, independently of the assertion, whether the 'reason' statement is true or false. Candidates have to select the ONE statement where Statement A actually is true BECAUSE Statement B is true.

Using the Scenario and the additional information provided in the *Scenario Booklet*, answer the following question.

1	<p>The Programme Manager's early warning indicators now show that the probability of Risk 3 materialising is high and its proximity is imminent. As a result, a key benefit of the Training Programme is under threat.</p> <p>A Treat the risk as an issue BECAUSE risks with imminent proximity should be treated as if they have occurred.</p> <p>B Treat the risk as an issue BECAUSE risks with high probability should be treated as if they have occurred.</p> <p>C Escalate the risk to the SRO if it exceeds risk tolerance BECAUSE the SRO is responsible for approving the Risk Management Strategy.</p> <p>D Escalate the risk to the SRO if it exceeds risk tolerance BECAUSE the SRO owns the overall set of benefits.</p>
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For example, in options C and D in the question above, both the assertion and the reason statements are true. However, the fact that the SRO is responsible for approving the Risk Management Strategy does not explain why the risk should be escalated to the SRO. It is because the SRO owns the overall set of benefits (and the risk threatens a key benefit) that the risk should be escalated to the SRO. Therefore, the answer is D.

5 **LEARNING LEVELS**

Part-questions will vary in their level of difficulty depending on the learning objective of the test. The learning levels are:

1. Knowledge
2. Comprehension
3. Application
4. Analysis

1. Knowledge	2. Comprehension	3. Application	4. Analysis
<p>Know facts including concepts, principles, techniques, methods, roles and responsibilities from the guidance</p> <p>For example to be able to repeat key words and phrases used in the guide exactly</p>	<p>Understand the concepts, principles, themes, organisational factors and roles and can explain how these are applied to achieve added value using MoV.</p> <p>For example to be able to explain why and how something may be used and its purpose. To recognise descriptions or be able to interpret using words other than those used in the guide.</p>	<p>For a given scenario, be able to:</p> <ol style="list-style-type: none"> 1. Justify a case to apply MoV to a particular situation 2. Use appropriate information and techniques to apply MoV appropriately to a given situation 3. Use tools and techniques appropriately <p>Identify the level of support and infrastructure needed to apply MoV effectively and the roles and responsibilities that may be necessary.</p>	<p>Be able to analyse and distinguish between appropriate and inappropriate use of the guidance through appraisal of the justification, planning and application of MoV for a given scenario</p>

The principal focus of the examination is on application and analysis learning objectives.

6 TIME MANAGEMENT & REFERENCE MATERIAL

The full Practitioner examination is 2.5 hours in duration. Candidates must manage their time in order to complete all questions.

As a general guide, candidates may wish to spend the first 15 minutes reading the scenario information and getting familiar with the layout of the paper.

If 15 minutes is then allocated for each of the eight questions, this will allow about 15 minutes tolerance for additional reading required for some questions. This suggested timing is for guidance only.

Reference to the candidate's own annotated MoV guide is permitted during the examination.

No additional support material is permitted. This includes post-it notes (other than tabulation of the sections of the guide) and additional information sheets whether affixed in the guide or not. Candidates are, however, permitted to make hand-written annotations within any blank space in the guide and refer to this during the course of the examination.

Candidates should be aware of the time constraint upon them. Whilst the guide is there for support, the time pressure of the examination means that candidates should be circumspect in its use. The questions **have not been** designed on the basis that candidates are required or even expected to use the guide to answer questions.

The Scenario Booklet provides a programme scenario and additional information for a number of questions. Where additional information and/or the Scenario is/are required to answer a question, the question will make this clear. If only one of these is required the question will also make this clear.

Where additional information is provided, it should be taken as factually correct unless the phrase '(may contain errors)' is used. Where this phrase is used, candidates will typically be required to analyse whether there are any errors and, if so, which statements contain them.

If there is no reference to additional information or the Scenario within a question, then the question should be answered using only the information contained within the question. In this case, the Scenario provides the background and context to the overall programme but not the facts required to answer the question.

7 EDITORIAL NOTES

7.1 General Presentation

Throughout the Scenario Booklet and Question Booklet, title case has been used for all references to MoV programme information documents, roles and a small number of glossary terms.

7.2 Matching and number of answers required

Wherever the phrase 'Each selection from Column 2 can be used once, more than once or not at all' is used only one answer is required.

7.3 Uses of 'should', 'could', 'must' and 'will'

- **'should'** - is used to express 'obligation': something that is good or important or recommended. It is less strong than must and is used to test whether something should be done in a scenario situation because it is consistent with the principles and practices recommended in the manual/guidance.

Consider the following statement, '*The Finance Director **should** perform the Executive role on the project*'.

'Will' cannot be used in these sentences as it is not possible to verify that this will happen in a scenario situation. Similarly 'must' may also be inappropriate because there will be nothing about the Finance Director and his responsibilities or the requirements of the qualification which would mandate that he 'must' fulfill this role. However, given the scenario information provided, the Finance Director may be the appropriate candidate for the role in terms of his ability to perform the responsibilities required by the qualification for that role. Use of 'should' means the candidate is required to evaluate this.

- **'could'** - is used to express a possibility but not a necessity given the scenario circumstances. It is used very little in Practitioner examinations as given the flexibility of the guidance most 'could' statements are almost always true, e.g. *'The Marketing Manager **could** perform the Senior User role on the project '*
- **'must'** is used when talking about something that is 'necessary' or 'has' to occur i.e. something that is mandatory.
- **'will' and 'is'** are used to express something definite or indisputable facts about the qualification e.g. to describe generic facts about products processes, components and techniques, e.g. *'The Quality Management Strategy is part of the Project Initiation Documentation'.¹*

7.4 Wording when testing MoV or Scenario Application

When asking whether information is correct two aspects are considered:

(a) is the information correct in MoV terms, e.g. has the correct logic been used in the function analysis?

(b) is the information correct/appropriate for the Scenario example?

When testing (a) no scenario information is required, but to verify (b) candidates would be expected to use the Scenario or additional information.

To make this clear for candidates the following constructs are used in the question heading and text:

Example A Is the information correct in MoV terms? i.e. no assessment of the scenario information is required.

Question Text:

'Which of these activities **BEST** apply MoV principles?'

The options in the question will be statements which will or will not reflect the contents of the guide. They may or may not refer to aspects of the scenario, but no analysis of the scenario is required.

Example B Is the information correct/appropriate for the Scenario?

Question Text:

'Using the Scenario and the additional information provided for this question in the Scenario Booklet, answer this question about assessing the MoV competence of individuals.

CHECO Corporate Board members are considering the best way to resource the use of MoV in the organization. They wish to assess the competence levels of people they have available.

¹ Definitions are derived from Michael Swans "Practical English Usage" para 518 and 519

Column 1 is a list of the individuals to be assessed. For each individual listed in Column 1, select from Column 2 the competence level which is **MOST** applicable.

Each selection from Column 2 can be used once, more than once or not at all.'

Column 1 contains a list of Individuals P-U

Answering the question requires the candidate to read the additional information in the scenario given for each of six candidates, P-U, and then match this information against the competencies listed in column 2 of the question.

8 **USING THE ANSWER BOOKLET**

The Answer Booklets will be read electronically and the results generated by computer. It is therefore essential that candidates follow the instructions given and mark their answers accordingly. Failure to do so may lead to delay and, in some cases, answers being void.

All answers are given by the candidate filling in 'ovals' that relate to their chosen response, e.g.

	A	B	C	D	E
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

The oval must be filled in **IN PENCIL, NOT PEN**. If a pen is used, the answers will not be marked.

Acceptable ways to complete the answer sheets are either:

 completely filling in the oval or  drawing a line through the centre of the oval, ensuring that between 80-100% is filled.

Any other method, including ticks or crosses, is not acceptable and will not be marked.

If a candidate wishes to change their answer during the exam, the incorrect answer should be erased completely and the correct answer indicated. If more than one answer is given by the candidate, and the question line only requires one answer, the question line will score zero.