Project Requirements and Quality Management - Source and Review Index

Version 0.3 · 30 October 2026

Instructor: Robert Clines. Coverage: October 5, 7, 12, 14 and 19 lecture outputs and the supplied 314-page version 8.0 textbook. The cumulative guide includes separately labeled textbook-only preparation; it is not a completed-course transcript synthesis. Later sessions are not included; course completion is not inferred.

Page key

Provenance and limits

All 120 request/response pairs were checked with the repository's current schema/source validator, request digests and session source hashes. All source references resolve, all batch checkpoints are present and every supplied emphasis candidate has one disposition. Exact-source validation establishes matching and allowed references, not independent confirmation that every spoken claim or paraphrase is correct.

The normalized session segments were available alongside 995 proposed claims. The guide consolidates and paraphrases teaching, preserves source navigation and checks important wording against the textbook. It does not reprint all lecture claims or every textbook page. Textbook prose and relevant reference tables/diagrams were inspected; major diagrams including Kano, Pareto, WBS, control-chart and change-control examples received visual checks. October 14 quality-planning, control-tool, sampling and review material was compared with workbook Module 6; the House of Quality, control/Pareto chart and review-plan slides were also inspected visually. October 19 Module 7 wording and review decisions were checked against the transcript, workbook prose and slides; the cause-type and Lean-concept slides were also inspected visually. The physical PMBOK 8th edition and BABOK originals were not supplied; their exact tables, page numbers and edition alignment have not been independently verified. No new API analysis calls were made during this compilation.

PDF pages count the cover as page 1. Recording times are relative positions, not clock times. App segment IDs are cue-bounded analysis segments, distinct from merged speaker-turn counts. Sources in an interval identify a navigable passage; they do not imply every sentence in it supports each statement. Original exercises and questions are explicitly editorial.

Completed sessions

Date	VTT cues	Speaker turns	Analysis segments	Classification + topic batches	Topics	Claims	Raw claim flags
2026-10-05	1,463	345	463	13 + 13	40	243	43
2026-10-07	1,270	212	372	12 + 12	39	219	21
2026-10-12	1,387	355	458	12 + 12	26	204	44
2026-10-14	1,197	253	396	11 + 11	29	181	42
2026-10-19	1,159	356	467	12 + 12	26	148	38

The raw JSON continues to mark 188 claims for review and PMI validation as not performed. These checkpoints were not overwritten during synthesis. Original claim flags, segment IDs and exact quotes remain in each session's `topics.json`, with its `review.md` queue; source-validation success does not clear a flag automatically. The source qualifications below govern the curated guide.

Verified study-emphasis navigation

These are instructor study designations, not guaranteed exam content. No regex candidate is automatically treated as an exam hint.

Session / evidence	Anchor	Linked subject	Disposition
2026-10-05 / 2	01:22:37.230 / segments 208	project-competing-constraints	exam_content
2026-10-05 / 4	01:48:53.020 / segments 266	project-performance-domains	exam_content
2026-10-05 / 5	01:49:25.180 / segments 267	project-performance-domains	exam_content
2026-10-07 / 2	00:18:23.660 / segments 46	functional-vs-non-functional-requirements	exam_content

Session / evidence	Anchor	Linked subject	Disposition
2026-10-07 / 5	00:47:10.390 / segments 107	process-modeling	exam_content
2026-10-07 / 7	01:02:42.290 / segments 142	stakeholder-identification	exam_content
2026-10-07 / 9	01:08:56.830 / segments 161	No specific target	uncertain
2026-10-07 / 11	01:15:11.410 / segments 174	elicitation-techniques	exam_content
2026-10-07 / 20	02:40:10.960 / segments 362	use-cases-and-scenarios	exam_content
2026-10-12 / 1	00:02:27.870 / segments 12	wbs-definition-and-decomposition, quality-wbs	exam_content
2026-10-12 / 6	01:54:18.450 / segments 284	project-management-performance-domain-focus-area-map	exam_content
2026-10-12 / 7	01:54:45.620 / segments 290	project-management-performance-domain-focus-area-map	exam_content
2026-10-12 / 8	02:06:17.670 / segments 331	quality-versus-grade	exam_content
2026-10-14 / 3	00:49:19.980 / segment 124	quality-function-deployment: recognize purpose; no full-matrix construction requirement	exam_content
2026-10-14 / 5	01:11:05.950 / segment 180	quality-control-metrics: explicit criteria and measurements for QA/QC	exam_content

Across the sessions, 14 of 45 candidates are retained as study emphasis, 29 are non-exam uses and two are uncertain. October 19 evidence 1 and 2 describe problem-solving capabilities, not explicit exam designations; evidence 3 refers to unidentified highlighting and remains uncertain. No circled/starred content designation survives review: a “gold star” in a personal program example was ordinary language. The uncertain October 7 record has no linked topic. October 14 records 1, 2 and 4 remain non-exam uses; describing an important tool or defining a metric is not automatically an exam designation. Its two retained records have `must_know` source signals and are preserved as strong study emphasis, not circled/starred designations.

Textbook coverage map

Section	PDF-viewer pages	Treatment
Introduction	7-16	Orientation and elicitation purpose.
Module 2: requirements overview	Prose 17-30; slides 31-50	October 5 core coverage.
Module 3: collect requirements	Prose 51-81; slides 83-117	October 7 lecture coverage through the actor discovery matrix; later documentation/verification is labeled textbook supplement.
Module 4: scope/WBS	Prose 119-124; slides 125-133	October 12 WBS coverage.
Module 5: quality overview	Prose 135-139; slides 141-149	October 12 quality coverage.
Module 6: quality planning	Prose 151-161; slides 163-181	October 14 lecture coverage: planning, scope linkage, QC tools/sampling, QC plans and QA reviews.
Module 7: quality improvement	Prose 183-195; slides 197-231	October 19 lecture coverage: PDCA, benchmarking, RCA, tool selection and TQM/Six Sigma/Lean comparison. Numerical and transcription qualifications remain explicit.
Module 8: establish project control	Prose 233-243; slides 245-255	Textbook supplement; omitted from the front contents list.
Module 9: control project	Prose 257-261; slides 263-273	Textbook supplement; omitted from the front contents list.
Appendix A: exercises	275-286	Practice/application crosswalk below.
Appendix B: bibliography	287-290	Historical references, not current factual verification.
Appendix C: glossary	291-301	Terminology checks.
Appendix D: sample solutions	303-314	Examples, not uniquely correct project designs.

Material corrections and qualifications

Issue	Source	Treatment
BABIC/BABIC-like guide names	Oct 5 segment 36 and review; PDF pp. 2, 16, 53	Use BABOK with the workbook as authority; preserve original transcript text in audit records.
Workbook says eight domains but names seven	PDF p. 26; Oct 5 domain discussion; Oct 12 segments 290-291	Learn the seven named course domains; flag the count typo and edition crosswalk.
Product charter/product manager wording	Oct 5 segment 232 versus later segments 269 and 424	Use project charter in the guide; do not treat a product charter as a substitute for project authorization.
Historical failure/overrun percentages	PDF pp. 18-20 and 32-33; Oct 5 segments 62-78	Historical illustrations only. Do not present as current universal rates or causal proof.
Regional Pareto numbers total 97.5%, not 100%	Oct 7 segments 96-99; chart PDF p. 94	Preserve the ranking lesson; exclude a forced 100% cumulative calculation and invented missing category.
Unclear prioritization acronym MOSCO	Oct 5 segment 214	Do not silently expand the acronym or create a memorization answer from it.
Need versus requirement phrased as must/may	Oct 7 segments 20-30	Explain the conceptual distinction; distinguish candidates from approved commitments rather than ranking everything by label.
Requirement refinement after more than two failed checks	Oct 7 segment 34	Treat as a classroom heuristic, not permission to accept a critical failure.
Fixed WBS depths	Oct 12 segments 25-27; glossary PDF p. 301	Lowest work-package level is project-specific; depth follows management needs.
ROM plus/minus 30%	Oct 5 segment 392	Local exercise assumption; not a universal estimate-class range.
State exclusivity	Oct 7 segment 346	Apply to the course's simple state model; avoid a universal statement about all state-modeling formalisms.
Scope map says no controlling activity then includes monitoring/control	Oct 12 segment 293	Preserve the planning/monitoring-and-controlling lesson; keep the contradictory phrase flagged.
Verified versus validated deliverables	Oct 12 segment 278; Oct 14 segments 16, 149 and 178; PDF pp. 171 and 178	Retain the earlier label difference. October 14 explicitly sends verified deliverables from QC to Validate Scope for formal acceptance; checking is not the acceptance decision.

Issue	Source	Treatment
Twelve stewardship principles / PMBOK edition references	Oct 12 segment 236; cited tables/pages	Principle content retained; count, category and precise original PMBOK locations remain unverified.
PDCA "view" or "Plan to check Act"	Oct 12 segments 217 and 444-445; PDF pp. 184-185, 199	Correct recall to Plan, Do, Check, Act using the supplied textbook.
Schuhart, Duran, Debbie and Baldridge names	Oct 12 history/review; PDF pp. 137 and 143	Normalize key names in curated notes, with this explicit correction record; avoid disputed biographical detail.
Taguchi loss-function explanation	Oct 12 segment 230	Preserve as a flagged lecture paraphrase in audit material; do not use it as a definitive technical formula or graded answer.
Standards versus regulation	Oct 14 segments 117-119; PDF p. 153 versus mandated-design examples	Qualify the simple voluntary/mandatory distinction; adopted standards may be required by contracts/governance.
Control-chart limits versus tolerance	Oct 14 segments 223-226 and 366; PDF pp. 157 and 175	Distinguish process behavior from acceptance criteria; use the seven-point rule as the course's taught convention.
Sampling and Six Sigma figures	Oct 14 segments 211-212 and 360-362; PDF pp. 159 and 174	Do not equate distribution-coverage figures with defects-per-million conventions; no unverified numeric conversion question.
QA template contains product inspections	Oct 14 segments 342-346; PDF pp. 181 and 313	Classify the activity by its actual focus rather than the template title alone.
Exceed quality versus gold plating	Oct 12 segments 349-374	Exceeding approved performance is distinct from adding unauthorized scope; no general permission to miss mandatory criteria.

October 14 additions and review decisions

The original recording/session sources and accepted responses remain unchanged. These decisions describe the curated guides; they do not silently clear raw review flags or claim independent PMI validation.

Added coverage	Recording navigation	Workbook support / publication treatment
Scope definition and downstream traceability	00:06:01-00:20:36; segments 11-43	Scope outputs and metric-to-requirement/WBS links added to §5; PDF pp. 171-172 also support monitoring scope.

Added coverage	Recording navigation	Workbook support / publication treatment
Quality plan, stakeholder needs and negotiation	00:02:50-00:05:58 and 00:20:39-00:36:37; segments 6-10 and 44-98	Six-step plan, tailoring and responsibility added to §7; PDF pp. 152-153.
Five-group Kano discussion	00:36:38-00:40:25; segments 99-106	Indifferent/reverse extend the three-curve workbook diagram; lecture extension is labeled, not attributed to the drawing.
Metrics and House of Quality	00:40:28-00:49:35; segments 107-124	Measurement/threshold/method and diagram purpose/parts; PDF pp. 154 and 169. QFD construction is explicitly outside the lecturer's requested preparation.
QC workflow and seven tools	01:05:04-01:11:45 and 01:33:00-01:33:30; segments 166-180 and 207	Repeatable measurement/response cycle and full tool list; PDF pp. 156, 172-173.
Sampling, control charts and Pareto/histogram	01:33:31-01:46:42; segments 208-240	Producer/consumer risk, variation, signal rules and tool interpretation; PDF pp. 159 and 174-176.
Shared lesson: data collection and tool examples	01:48:53-02:04:26; segments 249-290	Speaker is Audio shared by Robert Clines, not direct instructor speech. Keep the media provenance and raw flags; do not manufacture instructor emphasis.
QC product/service plans	02:05:09-02:10:49; segments 294-311	Standards, measurement and response; PDF pp. 176-177 and 311-312. Sample settings are illustrative.
QA workflows, audits and review plans	02:11:04-02:26:22; segments 313-346	Planned process reviews, techniques, team/formal/management types, ownership and action; PDF pp. 160-161 and 179-181.

Review issue	Source	Curated decision
Brief QA/product explanation conflicts with repeated QA/process distinction	Segment 136, 00:54:46; contrast 14-20, 112-116, 137 and 313-328; PDF pp. 156 and 170	Explicitly retain the conflict. Use repeated process/product distinction with workbook support; do not grade the conflicting passage as a second definition.
Garbled wording in process reviews and fishbone introduction	Segments 114, 125 and 130	Use clear surrounding passages plus workbook support for the core concepts. Do not reconstruct unclear words as facts or edit raw proposals.
Embedded-video claims retain speaker-based review flags	Segments 249-290	Attribute examples and added tool detail to the shared lesson; validate core tool names against instructor segment 207 and workbook p. 173.

Review issue	Source	Curated decision
Claimed 95% of problems solved with seven tools; example humidity/defect targets	Shared lesson segments 250, 279 and 289-290	Illustrative media claims, not universal rates or graded answer requirements.
Video's shorthand r = 0 / no correlation	Shared lesson segments 280-282	Do not grade it as proof of no possible relationship; the guide focuses on paired data and correlation not proving causation. No unsupported statistical conversion is added.
8Ms mentioned without a verified category list	Shared lesson segment 270	Retain the category-based investigation lesson; do not invent a universal eight-item memorization list.
Defect-rate example omits a clear unit on 0.3	Segment 174	Do not turn it into a numeric comparison question. The metric examples instead require specified units, conditions and data.
Service example calls its uptime target a control limit	Segments 308-309; PDF pp. 177 and 312	Identify it as the example's specified performance/action threshold, not an established statistical process limit.
Seven-point signal and wider customer tolerances	Segments 226 and 366; PDF p. 175	Preserve the taught signal rule, distinguish stability from acceptance, and avoid assuming every process is already capable.
Sampling risk described as a slim chance	Segment 209; PDF p. 159	State that sampling risk exists and depends on design; no small-risk guarantee is inferred.

The October 14 update brought the practice set to **80 original questions**. Earlier IDs are preserved; 46-51 gain lecture references and updated coverage labels, and 61-80 add October 14 practice. The companion bank's prompt text and fingerprint are refreshed together. No disputed QA reversal, unverified rate or sigma-to-defect conversion is made a graded requirement. The Quick Review supplies the new tool/review tables used by the existing flashcard/matching generator.

October 19 additions and review decisions

Added coverage	Recording navigation	Workbook support / publication treatment
Improvement, effectiveness/efficiency and PDCA	*(Oct 19, 00:00:58-00:05:04; segments 3-10.) (Oct 19, 01:59:55-02:01:55; segments 395-398.)*	Section 8 becomes lecture-supported; PDF pp. 184-185, 198-199 and 227-228.
Benchmarking types and process	*(Oct 19, 00:04:29-00:11:25; segments 10-23.)*	Four types, external grouping and seven-step process; PDF pp. 185-186 and 200-201.

Added coverage	Recording navigation	Workbook support / publication treatment
Problem-solving capabilities and barriers	*(Oct 19, 00:15:32-00:28:47; segments 48-85.)*	Shared responsibility, follow-through and implementation barriers; PDF pp. 187 and 202-205.
Symptoms, causes and the RCA process	*(Oct 19, 00:30:04-00:43:22; segments 95-166.) (Oct 19, 01:04:53-01:13:14; segments 238-255.)*	Factual investigation, seven steps, multiple causes and three cause types; PDF pp. 188-190 and 206-211.
IBM shared lesson	*(Oct 19, 00:43:24-00:52:27; segments 167-189.)*	Introduced explicitly as a video; narration is labeled Robert Clines in the VTT. Preserve media attribution for monitoring/logging, corrective action and communication.
Tool selection and independent thinking	*(Oct 19, 01:12:44-01:59:51; segments 255-394.)*	Five Whys, fishbone, flowcharts, trees, Pareto, brainstorming, groupthink, nominal group, affinity and scatter; PDF pp. 190-194 and 211-226.
TQM, Six Sigma/DMAIC and Lean	*(Oct 19, 02:01:58-02:07:21; segments 399-413.)*	Introductory comparisons; PDF pp. 194-195 and 228-230.

Review issue	Source	Curated decision
Abbreviation RCN / garbled Check label	Segments 24 and 395; PDF pp. 188-189 and 199	Use RCA and Check in curated recall; leave raw proposals and flags unchanged.
"Alternatives identification" and incomplete solution definition	Segments 25 and 55; PDF pp. 184 and 204	Teach analyzing alternatives and choosing a response; do not reconstruct missing quoted wording or imply implementation has already occurred.
Student-supported summaries and mixed/anecdotal source flags	Review queue, including segments 79, 97 and 101	Use clear instructor explanations plus workbook support. Retain raw review flags; an instructor speaker label alone does not prove all narration is the instructor.
Oversized hole called a root cause despite deeper explanations	Segment 133, contrasted with 163-166 and 246; PDF pp. 206-210	Explicitly qualify the classroom example. No universal oversized-hole answer is graded.
Physical failure and human blame	Segments 250-254 and 442; PDF p. 210	Teach three related cause categories; require evidence of the links and do not infer that every physical failure is caused by a person.
Monitoring/logging and recurrence-prevention advice	IBM media segments 169-189	Attribute to the shared lesson. Retain the practical distinction between restoring service and implementing lasting corrections without a guarantee of zero recurrence.

Review issue	Source	Curated decision
Affinity closing shorthand	Segment 451 versus 384-391; PDF pp. 193 and 223-225	Grouping and labeling related ideas is the defining contribution. Brainstorming generates the ideas; preserve that distinction in the quiz.
Scatter requires 50-100 points	Segment 392; PDF pp. 193 and 225	Classroom guideline only; neither sample size nor correlation proves causation.
Kaizen / Genchi Genbutsu transcription	Segment 412; PDF p. 230	Normalize the spellings explicitly. Teach continuing small improvements and direct observation; no raw checkpoint is rewritten.
Challenge wording and Lean historical founding claim	Segments 411-412; PDF p. 230	The slide lists Challenge and several historical influences; it does not substantiate a single founder or a complete definition. Exclude those as graded facts.
Six Sigma defect-rate recall	Segments 402-409	Retain the existing distribution-versus-defect-rate qualification; add no sigma-to-defect conversion question.
Unidentified bold/highlighted skills	Evidence 3 at 00:18:34.820, segment 54	Preserve uncertain disposition with no linked topic. Source highlighting is unavailable; do not promote it to a specific exam designation.

The set now has **100 original questions**. Questions 1-80 retain their IDs, options and answer meanings; 52-57 gain lecture labels/references, and 81-100 add October 19 applications. Reviewed version compatibility preserves saved responses from the immediately preceding 80-question bank. The Quick Review retains every earlier flashcard identity and adds new recall pairs; only its known prior content version is allowed to migrate saved rehearsal progress. Existing browser storage keys are unchanged. Unknown content versions still start fresh.

The two manually reviewed topic imports (batches 1 and 3), automatic proposals and repair records remain in the snapshot. These were analysis-response corrections, not a reason to reprocess the source. Raw analysis queues stay intact even where the curated text resolves a spelling or qualifies a classroom claim.

Exercise crosswalk

Topic	Directions	Related source/sample
Team/project introduction and charter	Group exercise 1, PDF p. 275	Select a project; describe purpose, objectives, scope, ROM and priorities.
Refined problem statement	Exercise 2, p. 276	Sample p. 305.
Prioritized requirements	Exercise 3, p. 277	Sample p. 306.

Topic	Directions	Related source/sample
Preliminary use cases	Exercise 4, p. 278	Sample p. 307.
Vision statement	Exercise 5, p. 279	Samples pp. 308-309.
Find WBS design errors	Individual exercise 1, p. 280; slide p. 132	Apply principles on pp. 122 and 130; diagram contains unlabeled boxes, so topology alone does not prove deliverable completeness.
WBS and traceability	Exercise 6, p. 281	Matrix sample p. 310.
Quality challenges/best practices	Exercise 7, p. 282	Oct 12 group discussion and slide p. 148.
QC plan	Exercise 8, p. 283	Oct 14 segments 294-311; product/service samples pp. 311-312.
QA plan	Exercise 9, p. 284	Oct 14 segments 329-346; sample p. 313.
Symptoms versus causes	Exercise 10, p. 285	Oct 19 segments 95-166 and slide p. 207; oversized-hole qualification above.
Root cause analysis	Exercise 11, p. 286	Oct 19 tool practice and sample p. 314; avoid treating an illustrative solution as proven evidence.
Project controls and tradeoffs	Slides pp. 250 and 269-272	Textbook-only Modules 8-9; not separate directions in Appendix A.

Update procedure

Coverage currently ends October 19. Module 7 now has lecture support; detailed Modules 8-9 remain textbook supplements. Process each newly supplied transcript into a new date directory with instructor Robert Clines. Preserve existing session checkpoints; do not rerun process for completed dates. Run analysis, inspect unresolved results, then package all sessions again. Add dated lecture references to the supplement sections actually covered, reassess emphasis records and update the practice bank's source digest after any question/answer change. Rebuild the site only from the reviewed Markdown. Raw source and checkpoint artifacts are not publishing inputs.