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BCS TM3 Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"> Managing the Product: This section emphasizes understanding and managing the product under test, focusing on controlling and assessing testing activities. It covers test metrics, reporting, and defect management across sequential, Agile, and hybrid environments. Candidates should be able to select and apply appropriate test estimation techniques and establish defect workflows suited to the project context. The syllabus also includes preparing business cases for testing activities that justify costs, benefits, and the value of testing within the overall project.
Topic 2	<ul style="list-style-type: none"> Managing the Test Activities: This section focuses on the role of Test Managers and how testing is planned, monitored, controlled, and completed across different software development contexts. It covers the overall test process, including defining test plans, tracking progress, and ensuring proper closure. Candidates are expected to understand how testing fits within various lifecycle models, test levels, and types, while engaging stakeholders effectively. The syllabus emphasizes risk-based testing to identify quality risks, assess impacts, and select suitable mitigation activities. It also highlights formulating project-level test strategies, selecting appropriate test approaches, setting measurable objectives, and improving processes through models like IDEAL. Additionally, candidates should be able to evaluate and introduce test tools based on business needs, risks, and return on investment.
Topic 3	<ul style="list-style-type: none"> Managing the Team: This section addresses the role of Test Leads in analyzing team needs, identifying required skills, and coordinating efforts using a whole-team approach. Candidates are expected to understand how to align team capabilities with project goals and ensure effective collaboration. The syllabus highlights techniques for team management, resource allocation, and fostering continuous improvement through retrospectives and knowledge sharing to optimize testing performance.

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BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q28-Q33):

NEW QUESTION # 28

Which of the following is not something you should do when performing a Belbin assessment with an Agile team?

- A. Feedback is provided to the individual team members by another team member using the observer assessment questionnaire.
- B. The team member roles should be balanced with the Belbin team roles model to identify any missing or overrepresented roles and adjust accordingly.
- C. Team members use a self-assessment questionnaire to identify their own strengths and weaknesses in relation to nine Belbin roles.
- D. The team should not align the team's roles with the team's goals and expectations. These should be kept independent.

Answer: D

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

The syllabus introduces Belbin team roles as a tool to balance roles in a team and improve collaboration. It notes the use of self-assessment and observer feedback and stresses aligning team composition and role usage with the team's goals and context. Therefore, statement D is incorrect: teams should align roles with team goals and expectations; keeping them "independent" runs counter to the intended use of Belbin roles in Agile teams.

(ISTQB CTAL-TM v3.0 - Chapter "People Skills - Team Composition": Belbin roles, use of self/observer assessments, and aligning role mix with team goals.)

NEW QUESTION # 29

Which of the following factors influences the risk impact?

- A. Frequency of use of the affected feature
- B. Complexity of technology being used
- C. Geographically distributed teams
- D. Maturity of the development organisation

Answer: A

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

In the syllabus, risk impact concerns the potential damage or loss if a failure occurs (business, user, financial, legal, or reputational). Frequency of use of the affected feature increases the exposure and thus the impact when defects occur, making option B correct. By contrast, complexity of technology, organizational maturity, and distributed teams primarily influence likelihood (the chance of defects entering/escaping), not the impact dimension (CTAL-TM v3.0 Syllabus, Risk-Based Testing section explaining factors of likelihood vs. impact and examples of each).

NEW QUESTION # 30

When reading books and watching recorded videos are used as a way to acquire skills and knowledge, which approach to competence development is typically being used?

- A. Training and education
- B. Peer learning
- C. Training on-the-job
- D. Self-study

Answer: D

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0

syllabus:

The syllabus lists multiple competence development approaches (training/education, coaching/mentoring, on- the-job learning, peer learning, and self-study) and explicitly characterizes self-study as learning through materials such as books and recorded content. This aligns directly with the scenario of "reading books and watching recorded videos," which is self-study (CTAL-TM v3.0, People Skills - competence development options).

NEW QUESTION # 31

Management is sceptical regarding the budget request (€25,000) for the next testing project. You are asked for a cost-benefit calculation. Based on historical data from several projects, you have come up with the following numbers:

Average prevention cost per defect: €200

Average cost of detection per defect: €400

Average cost of internal failure: €150

Average cost of external failure: €2,500

Expected number of defects to be found in this project during testing: 50 What is the result for the expected cost-benefit calculation for the upcoming project?

- A. €87,500
- B. €92,500
- C. €62,500
- D. €72,500

Answer: A

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0

syllabus:

Per the syllabus, when building a business case using the cost of quality model, compare the avoided external failure costs with the sum of relevant pre-release costs (prevention, detection/appraisal, and internal failure). For

50 expected defects found in testing:

Avoided external failure cost = $50 \times €2,500 = €125,000$

Pre-release cost per defect = €200 (prevention) + €400 (detection) + €150 (internal failure) = €750 Total pre-release costs = $50 \times$

$€750 = €37,500$ Net benefit (cost-benefit) = $€125,000 - €37,500 = €87,500$ This computation follows the syllabus' guidance to quantify both costs (prevention, detection, internal failure) and benefits (external failures avoided) to demonstrate the economic value of testing.

NEW QUESTION # 32

Your company is considering purchasing a test tool suite from a respectable vendor. Your manager has searched the internet for comparable products, but none of them meet his specific requirements. A tool demonstration has been arranged for next week and your team has been invited to attend. The tool suite consists of a test management tool, test execution tool, and a requirements management tool. There is a possibility of adding a performance testing tool at a later stage.

You have decided to attend the demo but raise some issues beforehand regarding expectations.

Which two issues from the options provided below should at least be raised?

- A. What are the problems we are trying to address?
- B. Is customized training available?
- C. Do we have a set of tool requirements to validate the tool against?
- D. Which project will be selected to perform the tool pilot?
- E. How will the implementation be organised?

Answer: A,C

Explanation:

Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:

The syllabus reminds test managers that tool introduction must be problem-driven and requirements-based.

Before (or alongside) demos, teams should clarify:

At the business/testing problems and improvement goals the tool is meant to address (e.g., traceability, automation scale, reporting).

A clear set of tool requirements/selection criteria to objectively assess the tool during a demo or evaluation.

These two are the minimum critical questions to ground any evaluation. While C, D, and E are important for later stages (rollout planning, piloting, and training), ISTQB stresses that successful adoption starts with defined needs and evaluation criteria, ensuring the demo and subsequent selection are aligned to real objectives.

Relevant syllabus areas: Test Tool and Automation-Tool selection and introduction (identify problems/opportunities, define requirements and success criteria, evaluate, then plan pilot/rollout/training).

NEW QUESTION # 33

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