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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 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.
Topic 3	<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.

BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q25-Q30):

NEW QUESTION # 25

Which of the following is not true regarding applying a model-based approach, e.g., TMMi, for improvements at project level?

- A. The assessment should include test management processes such as test planning and test monitoring and control
- B. Practices at organisational level should be tailored appropriate to the project's context
- C. The assessment should include test engineering processes such as test design, test implementation and test execution
- D. The assessment should include areas such as test policy and test organisation**

Answer: D

Explanation:

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

The syllabus distinguishes organizational-level process areas (e.g., test policy, test organization) from project-level process areas (e.g., test planning, monitoring/control; test design, implementation, execution) when applying model-based improvements such as TMMi at different scopes.

At project level, assessments focus on project processes and practices; test policy and test organization are organizational concerns, not a correct inclusion for a project-level assessment.

Therefore, C is not true for a project-level model-based improvement focus. A and B are correct inclusions at project scope, and D is consistent with the syllabus guidance to tailor organizational practices to the project context.

(References: CTAL-TM v3.0 Syllabus - Chapter 2 'Test Management in the Organization' - improvement approaches and scopes; descriptions contrasting organizational vs. project-level process areas and the use of model-based frameworks such as TMMi.)

NEW QUESTION # 26

You are the only tester in an Agile team. The test policy states that only defects that need to be solved outside the team are documented. You are receiving complaints from developers from other teams that they do not receive sufficient defect information to be able to efficiently and effectively solve the defects. You have used the ISO 29119 standard to identify which attributes could be added to the current defect report template.

Which two of the following options would be best to add to the current defect report template to solve the current issue?

- A. Test level where the defect was found

- B. Severity of the defect
- C. How to reproduce the defect
- D. Configuration in which the defect was found
- E. The name of the tester that found the defect

Answer: C,D

Explanation:

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

In the Testing Process (defect management and reporting), the syllabus emphasizes that defect reports must contain sufficient information to allow effective reproduction and diagnosis and that they should include environment/configuration details relevant to reproducing the failure and isolating the underlying defect. Concretely, the syllabus highlights information such as steps to reproduce, observed and expected results, and test environment/configurations as essential elements to enable teams (especially external teams) to analyze and fix defects efficiently. Therefore, adding How to reproduce the defect (B) and the Configuration in which the defect was found (E) most directly addresses the complaint of insufficient information for external developers. (ISTQB CTAL-TM v3.0 - Chapter 'Testing Process': defect reporting content and quality; importance of reproducibility and environment details in defect reports.)

NEW QUESTION # 27

A project has been running for a few months and the team does not seem to be making progress in their test approach. The team also lacks drive and enthusiasm and is sometimes seen to be performing their tasks too slowly. You have been asked to recruit an extra person into the team. In addition to introducing the new team member, you have decided to raise motivation.

Which of the actions listed below would most likely result in the opposite, a de-motivation of the team?

- A. Constantly prescribing overtime to the testers so that they will be accustomed to perform extra hours when necessary.
- B. Providing adequate rewards to the testers when they have done an outstanding job.
- C. Criticising testers only in private when they made a mistake during their test activities.
- D. Organising a meeting with senior management in which senior management addresses the importance of good testing for this project.

Answer: A

Explanation:

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

The syllabus addresses motivators and de-motivators in test teams. Sustained mandatory overtime is explicitly highlighted as a de-motivator, leading to burnout, reduced morale, and lower quality over time. In contrast, private, constructive feedback, recognition/reward, and visible management support are listed as practices that can improve motivation. Hence, constantly prescribing overtime (B) is the option most likely to de-motivate the team.

(ISTQB CTAL-TM v3.0 - Chapter 'People Skills - Team Composition': motivation and de-motivation factors; effects of overwork, recognition, supportive leadership, and constructive feedback.)

NEW QUESTION # 28

Which of the following characteristics of risk-based techniques is not appropriate to a more heavyweight risk-based technique?

- A. Risk likelihood and risk impact on an ordinal scale
- B. Defined processes and detailed documentation
- C. Broad group of stakeholders
- D. Mathematical formulas

Answer: A

Explanation:

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

The syllabus distinguishes lightweight and heavyweight risk-based approaches. Lightweight approaches typically use qualitative assessments with ordinal scales for likelihood and impact (e.g., Low/Medium/High).

Heavyweight approaches are more formal and quantitative, may involve mathematical models, detailed documentation, and defined

processes, and can still involve a broad stakeholder set (e.g., via structured workshops), but they do not rely on simple ordinal scales as their main analysis device. Therefore, using ordinal scales (B) is characteristic of lightweight, not heavyweight. Reference: ISTQB CTAL-TM v3.0 Syllabus, Chapter 4 (Risk-Based Testing) - subsection contrasting lightweight vs. heavyweight risk-based techniques (qualitative/ordinal vs. quantitative/formal attributes).

NEW QUESTION # 29

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

Answer: B

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 # 30

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