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## BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q42-Q47):

### NEW QUESTION # 42

Assume that you have calculated the following costs of quality:

Average cost of detection: €350

Average cost of internal failure: €250

Average cost of external failure: €4,500

The average costs of detection and internal failure are calculated using the number of defects found prior to release, while the average cost of external failure is calculated using the number of defects found after release.

What is the saving in cost of quality for each defect found in testing?

- A. €3,900
- B. €4,600
- C. €5,100
- D. €4,400

**Answer: A**

Explanation:

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

The syllabus explains the cost of quality (CoQ) perspective for testing and distinguishes between pre-release costs (e.g., detection/appraisal and internal failure costs) and post-release costs (external failure costs). When a defect is found during testing, you incur detection and internal failure costs; if it escapes to production, you incur the (typically much higher) external failure cost. The saving per defect found in testing is calculated as:

External failure # (Detection + Internal failure) = €4,500 # (€350 + €250) = €4,500 # €600 = €3,900.

This aligns with the syllabus guidance to quantify testing's economic value by comparing avoided external failure costs with the costs of detecting and fixing defects before release (CoQ view).

### NEW QUESTION # 43

Which of the following activities in the test process is considered to deliver a document which can be used as a major input for test process improvement?

- A. Test Execution
- B. Test Monitoring
- C. Test Planning
- D. Test Completion

**Answer: D**

Explanation:

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

In the ISTQB CTAL-TM v3.0 syllabus (Chapter: Testing Process, section on Test Completion), the Test Completion activity includes producing the test summary report, capturing lessons learned, and finalizing/archiving testware. The test summary report and lessons learned are specifically identified as key inputs to test process improvement, enabling organizations to refine their approach, improve efficiency, and address gaps revealed during the test effort. This makes Test Completion the activity that delivers the document(s) most directly used for ongoing test process improvement.

(Reference: CTAL-TM v3.0 Syllabus - Chapter "Testing Process", subsection "Test Completion":

responsibilities include creating the test summary report, collecting lessons learned, and providing input to process improvement.)

### NEW QUESTION # 44

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. The assessment should include test engineering processes such as test design, test implementation and test execution
- C. The assessment should include areas such as test policy and test organisation

- D. Practices at organisational level should be tailored appropriate to the project's context

**Answer: C**

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 # 45

Which of the following is not a key decision when defining a project test strategy?

- A. Selection of test tools
- B. Selection of test levels
- C. Selection of test types
- D. Selection of test techniques

**Answer: A**

Explanation:

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

In the AL Test Manager syllabus, defining the project test strategy/approach focuses on what to test and how to test at a high level, which explicitly includes decisions such as the selection of test levels, the selection of test types, and the selection of test design techniques as part of the approach definition and planning. Tool decisions are addressed under test tools and automation planning and are not listed among the core strategy-defining decisions.

References: ISTQB CTAL-TM v3.0 Syllabus - Chapter 2 (Test Management in the Organization: policy /strategy alignment and strategy content), Chapter 3 (Test Planning: test approach content including levels, types, techniques), and Chapter 6 (Test Tool and Automation: tool strategy and selection).

#### NEW QUESTION # 46

Following up on the situation, the team lacks drive and is performing tasks too slowly. You have been asked to recruit an extra person into the team. Which of the following team roles would be most appropriate to enhance the team?

- A. A test process improvement consultant
- B. A person with in-depth technical skills
- C. A person with the ability to complete tasks
- D. A person who brings new ideas to the team

**Answer: C**

Explanation:

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

According to the ISTQB Certified Tester Advanced Level - Test Manager v3.0 Syllabus (Chapter 7: People Skills - Team Composition), the Belbin team role model is referenced to describe how a balanced team benefits from diverse behavioral roles.

"A team should consist of people who complement each other's strengths and weaknesses. When the team lacks drive or the ability to meet deadlines, a role such as the Implementer or Completer-Finisher may be needed to ensure that work is completed efficiently and on time." (ISTQB CTAL-TM v3.0 Syllabus, Chapter 7 - People Skills, Section: Building and Leading Test Teams) When a team lacks drive and is slow in completing tasks, this indicates the absence of task-oriented roles that emphasize execution and delivery. The Belbin roles that suit this gap include:

Implementer (Practical Organizer)- disciplined, reliable, and efficient in turning ideas into actions.

Completer-Finisher (Detail-Oriented Finisher)- conscientious and ensures that work is completed to the required standard.

Recruiting a person with a strong ability to complete tasks best addresses this deficiency and directly improves the team's delivery performance.

Why the Other Options Are Incorrect:

B). A test process improvement consultant- Focuses on optimizing processes, not motivating daily execution or speeding up delivery.

C). A person with in-depth technical skills- Adds expertise but does not necessarily address the lack of drive or task completion discipline.

D). A person who brings new ideas to the team- Reflects a creative or "Plant" role, valuable for innovation but not for improving execution speed or focus.

References (from ISTQB Certified Tester Advanced Level - Test Manager v3.0 Syllabus):

Chapter 7: People Skills - Team Composition

Section: Test Team Dynamics and the Belbin Team Roles

States that "the Test Manager should identify and balance behavioral roles within the team to ensure effectiveness, for example, introducing task-oriented members when delivery speed is lacking."

## NEW QUESTION # 47

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