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BCS TM3 Exam Syllabus Topics:

Topic	Details
Topic 1	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 2	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	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.

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BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q52-Q57):

NEW QUESTION # 52

You have been contracted to manage the user acceptance testing of a new reservation system for a travel agency. The reservation system is being developed by a third party. Detailed specifications are available, and an estimate of the total development effort exists. The system will be delivered in four agreed increments.

Which of the following estimation techniques would be most appropriate to use in this context?

- A. Extrapolation
- B. Wide-band Delphi
- C. Estimation based on ratios
- D. Planning poker

Answer: C

Explanation:

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

The syllabus describes ratio-based estimation (e.g., estimating test effort as a proportion of known or estimated development effort) as appropriate when reliable development-effort data or estimates and clear scope are available. Here, detailed specifications exist, overall development effort is estimated, and increments are defined—conditions well-suited to ratio-based estimation.

Extrapolation requires comparable historical test data for this context.

Wide-band Delphi is useful when data is scarce and expert consensus is needed.

Planning poker is typically used by Agile development teams to size user stories, not for contracting UAT with a third party.

NEW QUESTION # 53

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

Answer: C

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 # 54

Which of the following statements about test management activities for an iterative development model is false?

- A. Reporting is done at project milestones.
- B. The test approach is embedded within iterations, with a focus on adaptability and feedback.
- C. Roles are integrated; facilitator or coach typically replace the traditional test manager.
- D. With testware the focus is on acceptance criteria and definition of done. The level of documentation is minimal.

Answer: A

Explanation:

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

In iterative/Agile contexts (Chapter: Test Management in the Organization), the syllabus emphasizes:

A: Testware tends to be lean; focus is on acceptance criteria and the Definition of Done; documentation is often minimal but sufficient.

B: The test approach is integrated within iterations, emphasizing adaptability, continuous feedback, and close collaboration.

D: Traditional, centralized "test manager" roles are often evolved or distributed; responsibilities may be shared across the team, with a facilitator/coach (e.g., Scrum Master/Agile coach) supporting quality practices.

C is false because in iterative models reporting is continuous and occurs every iteration (e.g., sprint reviews, daily information radiators), not only at traditional project milestones typical of sequential models. (Reference:

CTAL-TM v3.0 Syllabus - Chapter "Test Management in the Organization", sections on Agile/iterative test management, roles, minimal documentation, and iterative reporting.)

NEW QUESTION # 55

Which of the following factors influences the risk impact?

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

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 # 56

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. The team should not align the team's roles with the team's goals and expectations. These should be kept independent.
- D. Team members use a self-assessment questionnaire to identify their own strengths and weaknesses in relation to nine Belbin roles.

Answer: C

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 # 57

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