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BCS TM3 Exam Syllabus Topics:

Topic	Details
Topic 1	• 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	• 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	• 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.

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

NEW QUESTION # 28
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. Peer learning
- B. Training and education
- 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 # 29
Three exit criteria have been defined for a project:

- A. Number of outstanding defects is less than 5
- B. Criteria A = OK, criteria B = NOT OK, criteria C = NOT OK
- C. Criteria A = NOT OK, criteria B = NOT OK, criteria C = NOT OK
- D. Criteria A = NOT OK, criteria B = NOT OK, criteria C = OK
- E. Number of defects per test case is less than 0.5 The first week of the testing has shown the following results (Mon-

Fri):Defects Found = 21 (3+4+2+5+7)Defects Fixed = 8 (0+2+2+3+1)Tests Run = 43 (10+3+20+5+5)Tests Passed = 24 (5+3+15+0+1)

- F. Test cases passed is more than 70%
- G. Criteria A = OK, criteria B = OK, criteria C = OK

Answer: A

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
Pass rate = 24/43 = 55.8% #less than 70%#A =NOT OK.
Outstanding defects = 21 # 8 =13#not less than 5#B =NOT OK.
Defects per test case = 21/43 #0.49#less than 0.5#C =OK.The syllabus (Test Monitoring and Reporting) specifies using quantitative measures such as pass/fail rates, defect status (open vs. fixed), and defect detection metrics against exit criteria to evaluate test completion and readiness for release. These measures are used to decide whether exit criteria are met and to trigger control actions where they are not.

NEW QUESTION # 30

A company that sells an established capture-replay execution tool is adding a test management tool. Same team, same technology, incremental development (V-model per increment), known first-year features; later features driven by customer demand.
Which two of the following factors are most likely to influence the estimation technique that would be selected in this scenario?

- A. Estimation error
- B. Knowledge in modelling
- C. Expert availability
- D. Time constraints
- E. Data availability

Answer: C,E

Explanation:
According to theISTQB Certified Tester Advanced Level - Test Manager v3.0 Syllabus (Chapter 3: Test Planning, Monitoring, and Control), the choice oftest estimation techniquedepends on several influencing factors, including data availability, expert availability, and knowledge of historical information or models.
"The selection of a suitable estimation approach (metrics-based or expert-based) depends on factors such as the availability of relevant historical data, the availability of experts with appropriate experience, the time available to perform estimation, and the knowledge of applicable models." (ISTQB CTAL-TM v3.0 Syllabus, Chapter 3 - Test Planning, Section: Test Estimation) Analysis for this scenario:
* The organization isadding a test management toolto anexisting productusing thesame team and technology- implyingavailability of previous project datafrom similar development work.#Data availability(B) is a significant factor, enabling the use ofmetrics-based estimation.
* Thesame experienced teamis working on the project, meaningdomain and technical expertsare available.#Expert availability(C) also influences estimation and may support anexpert-based estimationapproach for new, customer-driven increments.
Therefore, the combination ofdata availability (B)andexpert availability (C)most strongly influences the estimation technique to be applied in this scenario.
Why the Other Options Are Incorrect:
* A. Estimation error- This is a result of estimation, not a factor influencing the choice of estimation technique.
* D. Knowledge in modelling- While useful, modelling is not central to this specific context because data and experts are readily available.
* E. Time constraints- Not highlighted as a limiting factor in this scenario; estimation can be planned adequately given the context.
References (from ISTQB Certified Tester Advanced Level - Test Manager v3.0 Syllabus):
* Chapter 3: Test Planning, Monitoring, and Control
* Section:Test Estimation
* Lists influencing factors for selecting estimation techniques:availability of historical data, expert knowledge, applicable models, and time available for estimation.

NEW QUESTION # 31

You have recently been employed as a test manager for a software company producing Human Resource (HR) systems... You have been asked to write a test strategy for the project and have chosen to implement a flexible and change-relatedreactive test strategy.

Which of the following would be an essential part of your test approach?

- A. Using decision table testing, equivalence partitioning and boundary value analysis
- B. Performing a detailed product risk analysis
- C. Using defect-based attacks and exploratory testing
- D. Implementing ISO/IEC 29119 as a testing framework

Answer: C

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
In a reactive (change-driven) test strategy-appropriate when requirements are evolving and flexibility is essential-the syllabus highlights exploratory testing and defect/experience-based techniques (defect-based attacks) as key elements because they adapt rapidly to change and emerging information.
A (product risk analysis) is central to risk-based/analytical strategies.
B (standard-compliant framework) aligns with standard/process-compliant strategies.
References: ISTQB CTAL-TM v3.0 Syllabus-Chapter 4 (Approaches for test prioritization and effort allocation: strategy/approach types including reactive strategies; emphasis on exploratory and defect-based approaches under change-driven contexts).

NEW QUESTION # 32
Which of the following statements about test management activities for an iterative development model is false?

- A. The test approach is embedded within iterations, with a focus on adaptability and feedback.
- B. Reporting is done at project milestones.
- 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: B

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 # 33
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