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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 (Q19-Q24):

NEW QUESTION # 19
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. Broad group of stakeholders
- C. Mathematical formulas
- D. Defined processes and detailed documentation

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 # 20
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. The name of the tester that found the defect
- B. Test level where the defect was found
- C. How to reproduce the defect
- D. Severity of the defect
- E. Configuration in which the defect was found

Answer: C,E

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
In theTesting Process(defect management and reporting), the syllabus emphasizes that defect reports must containsufficient information to allow effective reproduction and diagnosisand that they should includeenvironment/configuration detailsrelevant to reproducing the failure and isolating the underlying defect. Concretely, the syllabus highlights information such assteps to reproduce,observed and expected results, andtest environment/configurationas essential elements to enable teams (especially external teams) to analyze and fix defects efficiently. Therefore, addingHow to reproduce the defect (B)and theConfiguration 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 # 21
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. Team members use a self-assessment questionnaire to identify their own strengths and weaknesses in relation to nine Belbin roles.
- C. The team member roles should be balanced with the Belbin team roles model to identify any missing or overrepresented roles and adjust accordingly.
- 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 introducesBelbin team rolesas a tool tobalance rolesin a team and improve collaboration. It notes the use ofself-assessmentandobserver feedbackand stresses aligning team composition and role usage withthe team's goals and context. Therefore, statementDis incorrect: teamsshouldalign roles withteam 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 # 22
During which test planning task are the test design techniques to be applied during the project, identified and selected?

- A. Identify risk treatment approaches
- B. Define test approach, and estimate and allocate resources
- C. Establish test plan
- D. Understand the context and organise test planning

Answer: B

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
In theTest Planningactivities of the CTAL-TM v3.0 syllabus (Chapter 3), the selection oftest design techniquesis part of defining thetest approach. The syllabus describes that when thetest manager defines the test approach, they determinehowtesting will be performed, including thetest design techniquesto be used, and align resources and estimates accordingly.
The earlier tasks in planning set the stage (understanding context and organization) and address risk treatment choices, while theestablish test plantask documents and baselines the already chosen approach and decisions.
Why the other options are incorrect:
A). Understand the context and organise test planning- This task focuses on analyzing the test context, stakeholders, constraints, and organizational aspects to prepare for planning; it does not yet select specifictest design techniques.
B). Identify risk treatment approaches- This task deals with how risks will be addressed (e.g., through mitigation, contingency, or

targeted testing focus); it informs priorities but does not itself select test design techniques.

D). Establish test plan- This task records and baselines the plan (including approach and techniques already chosen). The selection of techniques has already occurred when defining the approach.

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

Chapter 3:Test Planning, Monitoring, and Control- subsection describing test planning tasks and the activity to define the test approach(which includes selecting test design techniques), followed by estimation/resource allocation and subsequent establishment of the test plan.

NEW QUESTION # 23

You are a process improver and have decided to use the data from the defect management system to identify and drive improvement actions... Which of the following options could have been identified as missing from the defect reports to be used for process improvement?

- A. The status of the defect
- B. The priority to fix the problem
- C. The software lifecycle phase in which the defect was detected
- D. Steps to reproduce the failure, along with the actual and expected results

Answer: C

Explanation:

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

For process improvement and root-cause analysis, the syllabus highlights the value of defect origin and detection phase data to evaluate where defects are injected and where they are detected, calculate removal effectiveness, and focus improvements (e.g., earlier-phase prevention or reviews). The lifecycle phase detected enables meaningful analysis of phase containment, trends, and improvement targets; the other fields are useful operationally but less pivotal for organizational/process improvement analytics(Chapter 2: Test Management in the Organization - improvement approaches using defect data; Chapter 5: Reporting and analysis of defect trends).

NEW QUESTION # 24

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