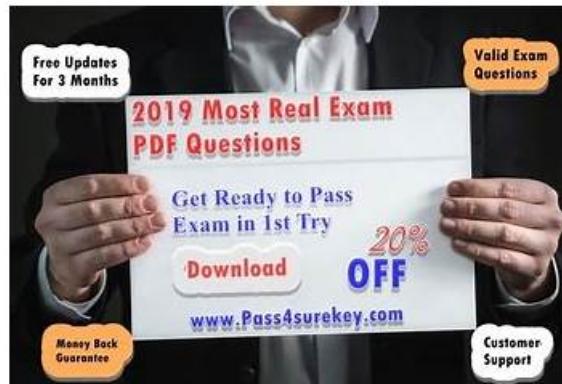


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BCS TM3 Exam Syllabus Topics:

Topic	Details
Topic 1	<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 2	<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.
Topic 3	<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.

BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q38-Q43):

NEW QUESTION # 38

Study the following characteristics:

Avoid re-inventing the wheel

Pool on experiences from earlier projects

They prompt thought in areas that are sometimes forgotten

Often used when compliance to specific standards is relevant

To which risk identification technique do these characteristics relate?

- A. Risk Workshops
- B. Brainstorming
- C. Checklists**
- D. Retrospectives

Answer: C

Explanation:

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

In the CTAL-TM v3.0 syllabus (Chapter on Risk-Based Testing), checklists are described as a reusable aid for identifying risks based on prior knowledge and experience. They help ensure important areas are not overlooked and are frequently used in contexts where compliance with standards is required. These characteristics match the question's bullets exactly (re-use/experience, prompting memory of commonly missed areas, and standards alignment).

Reference: ISTQB CTAL-TM v3.0 Syllabus, Chapter 4 (Risk-Based Testing) - section describing risk identification techniques including checklists (purpose, reuse of prior experience, prompting thorough coverage, applicability for standards/compliance).

NEW QUESTION # 39

The following defect management process is in use at a company... What is the most important recommendation you would make for the defect report template in this process?

- A. Add a priority field to show how quickly it needs fixing**
- B. Add a lifecycle phase field to document when the defect is found
- C. Add a classification field for the type of incident
- D. Automate the incident numbering

Answer: A

Explanation:

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

For effective defect management and control, the report needs information that supports prioritization and scheduling of fixes. The syllabus emphasizes fields such as priority/severity, status, environment, and reproducibility to support planning, monitoring, and control decisions. In the described process, adding priority is most critical to drive timely assignment and fixing order (Chapter 5: Test Monitoring, Control, and Reporting - defect reporting to support control; Chapter 3: Test Planning - using priorities to allocate effort).

NEW QUESTION # 40

During which test planning task are the test design techniques to be applied during the project, identified and selected?

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

Answer: A

Explanation:

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

In the Test Planning activities of the CTAL-TM v3.0 syllabus (Chapter 3), the selection of test design techniques is part of defining the test approach. The syllabus describes that when the test manager defines the test approach, they determine how testing will be performed, including the test design techniques to 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 the establish test plan task 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 specific test 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 # 41

Management is sceptical regarding the budget request (€25,000) for the next testing project. You are asked for a cost-benefit calculation. Based on historical data from several projects, you have come up with the following numbers:

Average prevention cost per defect: €200

Average cost of detection per defect: €400

Average cost of internal failure: €150

Average cost of external failure: €2,500

Expected number of defects to be found in this project during testing: 50 What is the result for the expected cost-benefit calculation for the upcoming project?

- A. €62,500
- B. €92,500
- C. €87,500
- D. €72,500

Answer: C

Explanation:

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

Per the syllabus, when building a business case using the cost of quality model, compare the avoided external failure costs with the sum of relevant pre-release costs (prevention, detection/appraisal, and internal failure). For 50 expected defects found in testing:

Avoided external failure cost = $50 \times €2,500 = €125,000$

Pre-release costs per defect = $€200$ (prevention) + $€400$ (detection) + $€150$ (internal failure) = $€750$ Total pre-release costs = $50 \times €750 = €37,500$ Net benefit (cost-benefit) = $€125,000 - €37,500 = €87,500$ This computation follows the syllabus' guidance to quantify both costs (prevention, detection, internal failure) and benefits (external failures avoided) to demonstrate the economic value of testing.

NEW QUESTION # 42

Three exit criteria have been defined for a project:

- A. Criteria A = OK, criteria B = OK, criteria C = OK
- B. 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)
- C. Test cases passed is more than 70%
- D. Number of outstanding defects is less than 5
- E. Criteria A = NOT OK, criteria B = NOT OK, criteria C = OK
- F. Criteria A = OK, criteria B = NOT OK, criteria C = NOT OK
- G. Criteria A = NOT OK, criteria B = NOT OK, criteria C = NOT OK

Answer: D

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 # 43

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