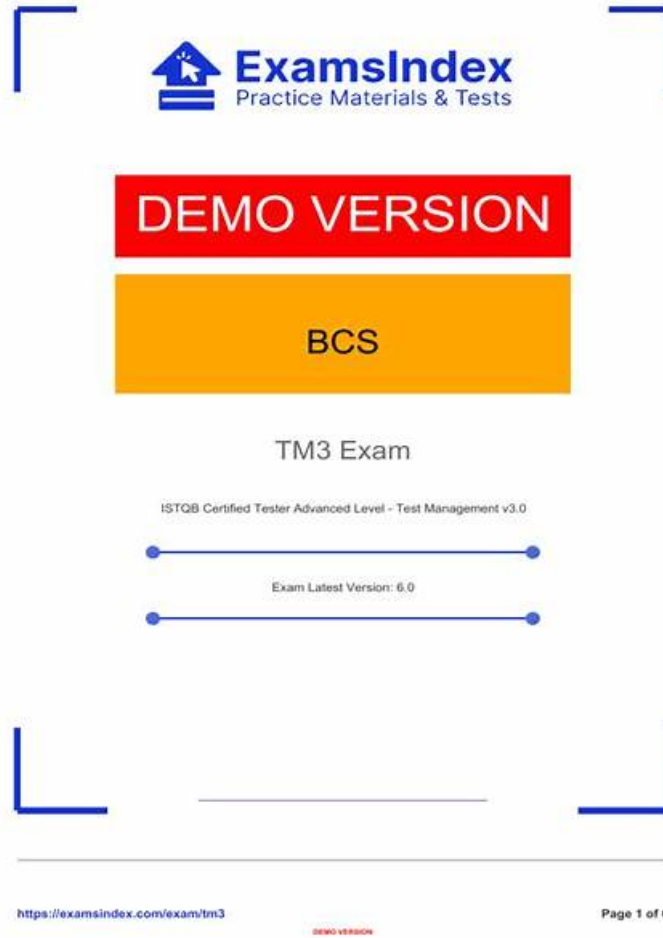


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BCS TM3 Exam Syllabus Topics:

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

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BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q25-Q30):

NEW QUESTION # 25

Factors that are important to take into account when performing test estimation include:

- i. The quality of the test basis
- ii. The availability of test automation
- iii. The amount of rework required
- iv. The distribution of testing across several locations

The various factors can be grouped by characteristic. Examples of characteristics include:

- A. A = i, B = ii, C = iii, D = iv
- B. Test context
- C. Test results
- D. A = iv, B = iii, C = i, D = ii
- E. Product
- F. A = ii, B = iii, C = iv, D = i
- G. A = iv, B = iii, C = ii, D = i
- H. Development process Which factor is related to which characteristic?

Answer: C

Explanation:

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

Product characteristic # quality of the test basis (C = i): The syllabus lists the quality and stability of the requirements/specifications (test basis) as a product-related estimation driver.

Test results characteristic # amount of rework (B = iii): Expected rework/defect-fix cycles and their impact on retesting and confirmation testing are identified through past results/defect patterns and directly affect estimates.

Test context characteristic # distribution across locations (A = iv): Organizational and logistical context (multiple sites, time zones, communication overhead) influences test effort.

Development process characteristic # availability of test automation (D = ii): Process/tooling capability (e.g., presence of automation frameworks) is treated as a development/process factor affecting test efficiency and thus estimation. The syllabus groups estimation drivers into characteristics such as product, development process, test results/history, and test/organizational context, and recommends mapping specific factors to these groups to structure estimation.

NEW QUESTION # 26

In an Agile context, defects are often fixed without writing a formal defect report. However, there are some conditions where it is good practice to write a defect report, even in an Agile context.

When is a defect report typically not written in an Agile context?

- A. A defect that is blocking other iteration activities and cannot be immediately solved
- **B. A defect that is found for a high-priority user story**
- C. A defect that must be resolved by or in co-operation with other teams
- D. A defect that cannot be solved in the same iteration

Answer: B

Explanation:

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

Same rationale as Q35. In Agile, no formal defect report is typically created when the team can fix the issue immediately and maintain flow (e.g., defect on a high-priority user story that is quickly addressed). Formal reports are encouraged when blocking, spanning iterations, or requiring cross-teamwork for visibility/traceability. Refer to CTAL-TM v3.0, Chapter 5 on defect management and Agile reporting considerations.

NEW QUESTION # 27

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

Answer: B,D

Explanation:

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

In the Testing Process (defect management and reporting), the syllabus emphasizes that defect reports must contain sufficient information to allow effective reproduction and diagnosis and that they should include environment/configuration details relevant to reproducing the failure and isolating the underlying defect. Concretely, the syllabus highlights information such as steps to reproduce, observed and expected results, and test environment/configuration as essential elements to enable teams (especially external teams) to analyze and fix defects efficiently. Therefore, adding How to reproduce the defect (B) and the Configuration 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 # 28

Ability to act with confidence is an important skill for a person to perform successfully in a project or team.

To which area of competence does "ability to act with confidence" belong?

- A. Methodological competence
- **B. Personal competence**
- C. Professional competence
- D. Social competence

Answer: B

Explanation:

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

In People Skills - Team Composition, the syllabus distinguishes four competence areas. Personal competence covers attributes such as self-confidence, resilience, self-management, and ownership-traits related to how an individual conducts themselves. "Ability to act with confidence" is therefore categorized under personal competence, not methodological (techniques), professional (domain/technical knowledge), or social (interaction with others).

(ISTQB CTAL-TM v3.0 - Chapter "People Skills - Team Composition": competence categories and examples; self-confidence falls under personal competence.)

NEW QUESTION # 29

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

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

Answer: C

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 # 30

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