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TM3 Safety Modules Description

Safety-Mat Application

Performance and Safety Integrity Levels

This table describes the performance and safety integrity levels associated to the safety-mat application:

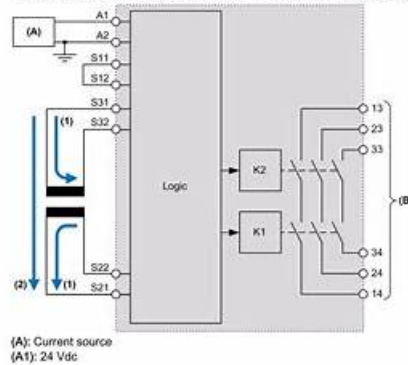
Application type	Performance Level (PL) and maximum category (IEC/ISO 13849-1)	Maximum Safety Integrity Level (SIL) (IEC/EN 62061)
Safety-mat application (current source)	PL d, category 3	SIL 2

Description

This table presents the module type available in a safety-mat application:

Reference	Channel 1	Channel 2	Start + EDM 1	EDM 2	Outputs
TM3SAK6R	S21-S22	S31-S32	S33-S34	S41-S42	13-14 23-24 33-34

This figure represents the current flow in a safety-mat connected to safety inputs:



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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 (Q42-Q47):

NEW QUESTION # 42

For which type of testing would a test manager be involved with establishing benchmarks?

- A. White-box Testing
- B. Non-Functional Testing
- C. Functional Testing
- D. Testing Black-box

Answer: B

Explanation:

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

Within Test Planning (Chapter: Test Planning, Monitoring, and Control), the syllabus describes that the test manager defines the test approach for non-functional quality characteristics (e.g., performance, load, scalability, reliability). For these, the test manager off-sets or references benchmarks/baselines and success criteria (e.g., response-time thresholds, throughput targets) to evaluate system behavior under specified conditions. Establishing and using benchmarks is a hallmark of non-functional testing, particularly performance testing.

(Reference: CTAL-TM v3.0 Syllabus - Chapter "Test Planning, Monitoring, and Control", subsections on defining the test approach for non-functional testing and specifying success criteria/benchmarks.)

NEW QUESTION # 43

Which of the following is a generic good practice in adopting and rolling out of a new test tool?

- A. Define guidelines for the use of the tool
- B. Understand how the tool can technically and organisationally be integrated into the software development lifecycle
- C. Identify opportunities for process improvement supported by the tool
- D. Consider the pros and cons of the various licensing models

Answer: A

Explanation:

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

The syllabus on Test Tool and Automation lists good practices for tool adoption and rollout, including establishing usage guidelines/standards so teams apply the tool consistently, effectively, and in alignment with the defined process and objectives. While Band Care also sensible activities in a broader adoption plan, the generic, universally applicable good practice emphasized in ISTQB materials is to define and communicate clear guidelines for tool use (roles, workflows, conventions, quality gates), backed by training and a measured rollout. D (licensing considerations) is a procurement detail and not a core "generic" practice highlighted for successful rollout.

Relevant syllabus areas: Test Tool and Automation - Tool selection, introduction, and successful deployment practices (guidelines, training, pilot, measured rollout, integration with process).

NEW QUESTION # 44

Three exit criteria have been defined for a project:

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

Answer: F

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 = $21/43 \approx 0.49$ #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 # 45

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. €87,500
- C. €92,500
- D. €72,500

Answer: B

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 = $50 \times \text{€}2,500 = \text{€}125,000$

Pre-release cost per defect = $\text{€}200$ (prevention) + $\text{€}400$ (detection) + $\text{€}150$ (internal failure) = $\text{€}750$ Total pre-release costs = $50 \times \text{€}750 = \text{€}37,500$ Net benefit (cost-benefit) = $\text{€}125,000 - \text{€}37,500 = \text{€}87,500$ 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 # 46

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

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

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 # 47

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