

ISTQB Certified Tester Advanced Level - Test Management v3.0 Valid Torrent - TM3 Training Vce & ISTQB Certified Tester Advanced Level - Test Management v3.0 Latest Pdf



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BCS TM3 Exam Syllabus Topics:

Topic	Details
Topic 1	<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 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 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 (Q33-Q38):

NEW QUESTION # 33

Test control uses the information from test monitoring to provide guidance and take corrective action when required. Which of the following is not a possible test control action?

- A. Re-prioritisation of test cases
- B. Adding new resources
- C. Adjusting the test schedule
- D. Checking the fulfilment of the exit criteria

Answer: D

Explanation:

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

The syllabus distinguishes test monitoring (collecting/assessing status information, e.g., progress vs plan, exit criteria status) from test control (taking corrective actions based on monitoring). Control actions include re-prioritising tests, adjusting schedules, and adding resources to address variances and risks. Checking the fulfilment of exit criteria is monitoring activity (status assessment), not a control action.

(Reference: CTAL-TM v3.0 - Test Planning, Monitoring, and Control: differences between monitoring (status, metrics, exit criteria checks) and control (reprioritisation, rescheduling, resource adjustments, scope changes).)

NEW QUESTION # 34

Your company is considering purchasing a test tool suite from a respectable vendor. Your manager has searched the internet for comparable products, but none of them meet his specific requirements. A tool demonstration has been arranged for next week and your team has been invited to attend. The tool suite consists of a test management tool, test execution tool, and a requirements management tool. There is a possibility of adding a performance testing tool at a later stage.

You have decided to attend the demo but raise some issues beforehand regarding expectations. Which two issues from the options provided below should at least be raised?

- A. Which project will be selected to perform the tool pilot?
- **B. Do we have a set of tool requirements to validate the tool against?**
- C. How will the implementation be organised?
- **D. What are the problems we are trying to address?**
- E. Is customized training available?

Answer: B,D

Explanation:

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

The syllabus reminds test managers that tool introduction must be problem-driven and requirements-based.

Before (or alongside) demos, teams should clarify:

At the business/testing problems and improvement goals the tool is meant to address (e.g., traceability, automation scale, reporting).

A clear set of tool requirements/selection criteria to objectively assess the tool during a demo or evaluation.

These two are the minimum critical questions to ground any evaluation. While C, D, and E are important for later stages (rollout planning, piloting, and training), ISTQB stresses that successful adoption starts with defined needs and evaluation criteria, ensuring the demo and subsequent selection are aligned to real objectives.

Relevant syllabus areas: Test Tool and Automation-Tool selection and introduction (identify problems/opportunities, define requirements and success criteria, evaluate, then plan pilot/rollout/training).

NEW QUESTION # 35

Which one of the following metrics is primarily used to measure the achievement of a test objective and reported in a test completion report?

- A. Accumulated number of resolved defects versus accumulated number of defects
- **B. Number of automated test cases versus planned automated test cases**
- C. Code coverage
- D. Actual versus planned estimation (in hours) for testing activities

Answer: B

Explanation:

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

The syllabus explains that test objectives are agreed during planning and achievement against these objectives is assessed and reported in test completion. A common objective is to automate a defined proportion of tests; the metric "number of automated test cases versus planned automated test cases" directly measures the degree to which that objective was achieved and is reported in completion.

A (code coverage) and C (defect trends) are valuable but are not inherently tied to a specific stated objective unless such a target was set (e.g., 80% branch coverage).

B is a monitoring metric (variance to plan) rather than a direct measure of objective achievement. (Reference:

CTAL-TM v3.0 - Test Planning, Monitoring, and Control and Testing Process (Test Completion): defining measurable test objectives; reporting objective achievement in the test summary/completion report.)

NEW QUESTION # 36

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. Defined processes and detailed documentation
- D. Mathematical formulas

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 # 37

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

Answer: C

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 # 38

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