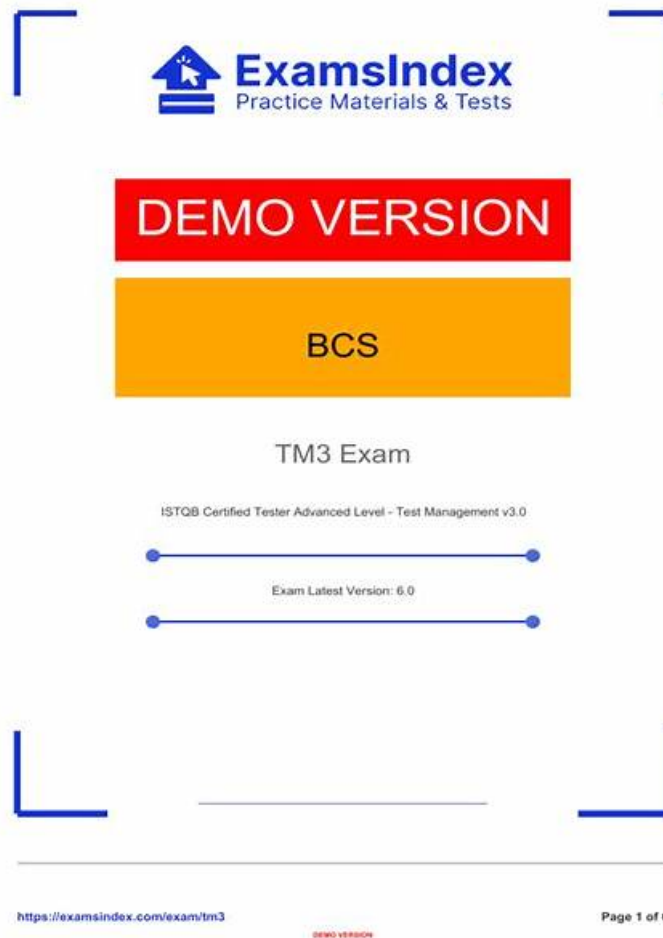


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BCS TM3 Exam Syllabus Topics:

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 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	<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.

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BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q40-Q45):

NEW QUESTION # 40

You are a test manager developing a master test plan. As part of the master test plan, you are defining exit criteria for the various test levels.

Which of the following exit criteria would be most appropriate and SMART for component testing, and which one would be most appropriate and SMART for system testing?

- i. 95% of the tests prepared are executed successfully
- ii. All test cases have been run
- iii. 80% decision coverage for all tests run
- iv. At least 30 defects have been found
- v. At least two weeks of test execution
- vi. No more open defects

- A. iii for component testing, v for system testing
- **B. iii for component testing, i for system testing**
- C. ii for component testing, iv for system testing
- D. v for component testing, vi for system testing

Answer: B

Explanation:

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

The syllabus emphasizes SMART exit criteria tailored to the test level:

For component testing, structural coverage metrics (e.g., decision coverage) are appropriate and measurable at code level, making iii (80% decision coverage) suitable and SMART.

References: ISTQB CTAL-TM v3.0 Syllabus-Chapter 3 (Test Planning: defining level-appropriate and measurable entry/exit criteria; use of structural coverage for lower levels and outcome/behavior criteria for higher levels).

NEW QUESTION # 41

You are currently leading an independent test team. Based on the information given in the scenario, identify how the team could be improved most effectively.

- A. By providing training on reviewing requirements
- B. By providing specific training on the systems being tested
- **C. By providing training in the payroll domain**
- D. By providing a workshop on test design techniques

Answer: C

Explanation:

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

According to the ISTQB Certified Tester Advanced Level - Test Manager v3.0 Syllabus (Chapter 7: People Skills - Team Composition), team performance can be significantly improved by ensuring that testers possess an appropriate mix of domain knowledge, technical skills, and interpersonal skills.

"An effective test team requires a balance between technical knowledge, testing skills, and knowledge of the business domain." (ISTQB CTAL-TM v3.0 Syllabus, Chapter 7 - People Skills, Section: Test Team Dynamics and Skill Development) When a team lacks understanding of the business domain, such as payroll in this scenario, they may:

Struggle to interpret requirements or identify key risk areas.

Miss critical business logic defects.

Design test cases that fail to cover realistic user workflows.

Therefore, the most effective improvement would be training in the payroll domain- strengthening their domain expertise to enhance test design quality, communication with stakeholders, and defect detection effectiveness.

Why the Other Options Are Incorrect:

B). Workshop on test design techniques- Enhances technical testing skill but does not address lack of domain understanding.

C). Specific training on the systems being tested- Improves system familiarity but still lacks insight into business rules and domain-driven testing.

D). Training on reviewing requirements- Improves requirement analysis, but without domain knowledge, reviewers cannot effectively validate correctness or completeness.

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

Chapter 7: People Skills - Team Composition

Section: Test Team Dynamics and Skill Development

States that domain knowledge training is critical for tester effectiveness.

Emphasizes the need for balance among technical, testing, and business knowledge.

NEW QUESTION # 42

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. Checking the fulfilment of the exit criteria**
- D. Adjusting the test schedule

Answer: C

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 # 43

You have recently been employed as a test manager for a software company producing Human Resource (HR) systems... You have been asked to write a test strategy for the project and have chosen to implement a flexible and change-related reactive test strategy. Which of the following would be an essential part of your test approach?

- A. Using defect-based attacks and exploratory testing
- B. Performing a detailed product risk analysis
- C. Using decision table testing, equivalence partitioning and boundary value analysis
- D. Implementing ISO/IEC 29119 as a testing framework

Answer: A

Explanation:

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

In a reactive (change-driven) test strategy, appropriate when requirements are evolving and flexibility is essential, the syllabus highlights exploratory testing and defect/experience-based techniques (defect-based attacks) as key elements because they adapt rapidly to change and emerging information.

A (product risk analysis) is central to risk-based/analytical strategies.

B (standard-compliant framework) aligns with standard/process-compliant strategies.

References: ISTQB CTAL-TM v3.0 Syllabus-Chapter 4 (Approaches for test prioritization and effort allocation: strategy/approach types including reactive strategies; emphasis on exploratory and defect-based approaches under change-driven contexts).

NEW QUESTION # 44

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. Brainstorming
- B. Risk Workshops
- 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 # 45

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