

BCS.TM3.v2026-03-09.q23

Exam Code:	TM3
Exam Name:	ISTQB Certified Tester Advanced Level - Test Management v3.0
Certification Provider:	BCS
Free Question Number:	23
Version:	v2026-03-09
# of views:	116
# of Questions views:	230
https://www.freepdfdumps.com/BCS.TM3.v2026-03-09.q23.html	

NEW QUESTION: 1

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

Answer: D (LEAVE A REPLY)

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: 2

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

Answer: (SHOW ANSWER)

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: 3

You are a process improver and have decided to use the data from the defect management system to identify and drive improvement actions... Which of the following options could have been identified as missing from the defect reports to be used for process improvement?

- A.** Steps to reproduce the failure, along with the actual and expected results
- B.** The priority to fix the problem
- C.** The status of the defect
- D.** The software lifecycle phase in which the defect was detected

Answer: D (LEAVE A REPLY)

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

For process improvement and root-cause analysis, the syllabus highlights the value of defect origin and detection phase data to evaluate where defects are injected and where they are detected, calculate removal effectiveness, and focus improvements (e.g., earlier-phase prevention or reviews). The lifecycle phase detected enables meaningful analysis of phase containment, trends, and improvement targets; the other fields are useful operationally but less pivotal for organizational/process improvement analytics (Chapter 2: Test Management in the Organization - improvement approaches using defect data; Chapter 5: Reporting and analysis of defect trends).

NEW QUESTION: 4

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

Answer: ([SHOW ANSWER](#))

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: 5

Analytical test improvement approaches identify problems based on data from the project or team.

Appropriate improvements can be derived from an analysis of the identified set of problems.

Which of the following is not an example of an analytical-based test process improvement approach?

- A. Analysis using measures, metrics and indicators
- B. The Goal Question Metric (GQM) approach
- C. Root cause analysis
- D. Quantitative TPI NEXT assessment

Answer: ([SHOW ANSWER](#))

NEW QUESTION: 6

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. Test context
- B. Test results

C. Product

D. Development process Which factor is related to which characteristic?

E. A = i, B = ii, C = iii, D = iv

F. A = iv, B = iii, C = i, D = ii

G. A = iv, B = iii, C = ii, D = i

H. A = ii, B = iii, C = iv, D = i

Answer: (SHOW ANSWER)

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: 7

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

A. Functional Testing

B. Non-Functional Testing

C. Testing Black-box

D. White-box Testing

Answer: B (LEAVE A REPLY)

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 often 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: 8

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 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. €72,500

C. €87,500

D. €92,500

Answer: C (LEAVE A REPLY)

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

Using the cost of quality perspective in the syllabus, compute the savings from moving defects from external failure to internal discovery (prevention + appraisal + internal failure).

Internal discovery cost per defect: €200 + €400 + €150 = €750.

External failure cost per defect: €2,500.

Net saving per defect moved inside: €2,500 - €750 = €1,750.

For 50 defects: €1,750 × 50 = €87,500 # answer: €87,500. The syllabus directs test managers to articulate testing's value by quantifying avoided external failure costs against prevention, detection, and internal failure costs, supporting investment decisions and demonstrating ROI for testing initiatives (Chapter: Test Management in the Organization - economics/cost of quality; business case and benefit evaluation).

NEW QUESTION: 9

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

Answer: (SHOW ANSWER)

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:

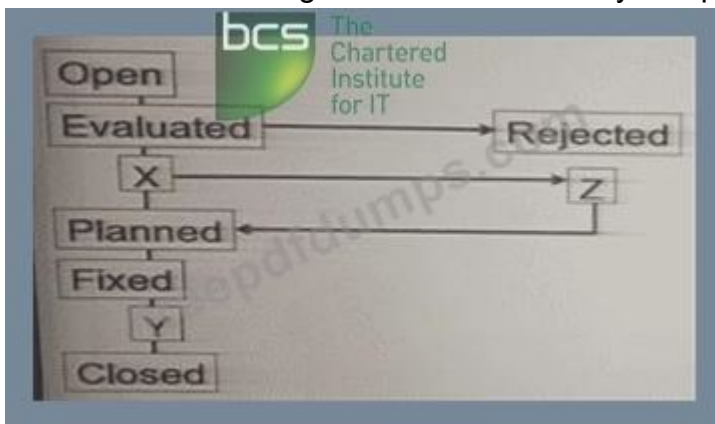
For component testing, structural coverage metrics (e.g., decision coverage) are appropriate and measurable at code level, making iii (80% decision coverage) suitable and SMART.

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: 10

The diagram below shows an incomplete defect management process, where three states (states X, Y and Z) have yet to be named appropriately.

Which of the following labels would correctly complete the process?



- A. X: Accepted, Y: Tested, Z: Deferred.
- B. X: Approved, Y: Reviewed, Z: Deferred.
- C. X: In Progress, Y: Verified, Z: Terminated.
- D. X: Accepted, Y: Reviewed, Z: Duplicate.

Answer: A (LEAVE A REPLY)

According to the ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus (Chapter 2: Test Management in the Organization), the defect management process defines how defects are handled from discovery to closure, ensuring traceability and communication between testing and development.

"The defect management process defines the states a defect may have during its lifetime, including identification, evaluation, correction, re-testing (confirmation testing), and

closure." (ISTQB CTAL-TM v3.0 Syllabus, Chapter 2 - Defect Management Process) In the standard ISTQB defect workflow:

After evaluation, a defect can either be:

Rejected (e.g., not a defect, duplicate, or out of scope), or

Accepted (X) - meaning it is confirmed as a valid defect and will be corrected.

Once accepted, the defect is planned for correction and fixed by development.

After being fixed, it must be tested (Y) - also referred to as confirmation testing or retesting.

Some evaluated defects may be deferred (Z) - postponed for future releases.

Thus, the correct states are:

X = Accepted (defect confirmed as valid and correction planned)

Y = Tested (confirmation testing after the fix)

Z = Deferred (postponed correction)

This sequence aligns directly with the ISTQB-defined defect management lifecycle, which includes transitions between open, evaluated, accepted (planned/fixed/tested), and closed, as well as possible rejected or deferred branches.

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

Chapter 2: Test Management in the Organization

Section: Defect Management Process

Describes the defect states, including open, evaluated, accepted, planned, fixed, tested (retested), closed, and alternate states such as rejected or deferred.

NEW QUESTION: 11

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

Answer: A (LEAVE A REPLY)

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: 12

Three exit criteria have been defined for a project:

A. Test cases passed is more than 70%

B. Number of outstanding defects is less than 5

C. 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)

D. Criteria A = OK, criteria B = OK, criteria C = OK

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: B (LEAVE A REPLY)

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: 13

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. €72,500

C. €87,500

D. €92,500

Answer: C (LEAVE A REPLY)

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: 14

Assume that you have calculated the following costs of quality:

Average cost of detection: €350

Average cost of internal failure: €250

Average cost of external failure: €4,500

The average costs of detection and internal failure are calculated using the number of defects found prior to release, while the average cost of external failure is calculated using the number of defects found after release.

What is the saving in cost of quality for each defect found in testing?

A. €4,400

B. €3,900

C. €5,100

D. €4,600

Answer: B (LEAVE A REPLY)

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

The syllabus explains the cost of quality (CoQ) perspective for testing and distinguishes between pre-release costs (e.g., detection/appraisal and internal failure costs) and post-release costs (external failure costs). When a defect is found during testing, you incur detection and internal failure costs; if it escapes to production, you incur the (typically much higher) external failure cost. The saving per defect found in testing is calculated as:

External failure # (Detection + Internal failure) = €4,500 # (€350 + €250) = €4,500 # €600 = €3,900.

This aligns with the syllabus guidance to quantify testing's economic value by comparing avoided external failure costs with the costs of detecting and fixing defects before release (CoQ view).

NEW QUESTION: 15

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. Retrospectives

C. Brainstorming

D. Checklists

Answer: D (LEAVE A REPLY)

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: 16

A project has been running for a few months and the team does not seem to be making progress in their test approach. The team also lacks drive and enthusiasm and is sometimes seen to be performing their tasks too slowly. You have been asked to recruit an

extra person into the team. In addition to introducing the new team member, you have decided to raise motivation.

Which of the actions listed below would most likely result in the opposite, a de-motivation of the team?

- A.** Criticising testers only in private when they made a mistake during their test activities.
- B.** Constantly prescribing overtime to the testers so that they will be accustomed to perform extra hours when necessary.
- C.** Providing adequate rewards to the testers when they have done an outstanding job.
- D.** Organising a meeting with senior management in which senior management addresses the importance of good testing for this project.

Answer: (SHOW ANSWER)

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

The syllabus addresses motivators and de-motivators in test teams. Sustained mandatory overtime is explicitly highlighted as a de-motivator, leading to burnout, reduced morale, and lower quality over time. In contrast, private, constructive feedback, recognition/reward, and visible management support are listed as practices that can improve motivation.

Hence, constantly prescribing overtime (B) is the option most likely to de-motivate the team. (ISTQB CTAL-TM v3.0 - Chapter "People Skills - Team Composition": motivation and de-motivation factors; effects of overwork, recognition, supportive leadership, and constructive feedback.)

Valid TM3 Dumps shared by Actual4test.com for Helping Passing TM3 Exam!

Actual4test.com now offer the **newest TM3 exam dumps**, the Actual4test.com TM3 exam **questions have been updated** and **answers have been corrected** get the **newest** Actual4test.com TM3 dumps with Test Engine here:

https://www.actual4test.com/TM3_examcollection.html (**53 Q&As Dumps, 30%OFF**

Special Discount: Freepdf dumps)

NEW QUESTION: 17

You are a test manager in charge of integration, system, and user acceptance testing for a bank. You are working on a project to upgrade an existing ATM to allow customers to obtain cash advances from supported credit cards.

The system should allow cash advances from €20 to €500 (both inclusive) for all supported credit cards. The supported credit cards are American Express, VISA, Eurocard, and Mastercard. The system should be easy to use for all users, including new users. The organisation is currently in a transition to Agile and already well on its way.

In the test plan, the following items are listed under the heading "Items and features to be tested":

All supported credit cards
Language localisation
Valid and invalid advance
Usability
Response time

Which of the following topics would be most important for you to address in detail in the test plan?

- A. An approach to regression testing
- B. A list of acceptance criteria for each of the user stories
- C. Detailed entry and exit criteria per test level
- D. A set of logical test cases

Answer: C (LEAVE A REPLY)

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

According to the ISTQB CTAL-TM v3.0 Syllabus, Chapter 3 - Test Planning, Monitoring, and Control, one of the main tasks of test planning is to define and document test completion criteria and test level entry criteria as part of the test plan.

"The test plan shall include the entry and exit criteria for each test level, including the conditions that must be met to start and finish testing activities at that level." (ISTQB CTAL-TM v3.0 Syllabus, Chapter 3: Test Planning activities) The test plan provides the structure for managing multiple test levels such as integration, system, and user acceptance tests. Since this question context explicitly mentions several test levels, the most critical aspect to document in detail is the entry and exit criteria per test level, ensuring clarity on when each test level starts and completes, and what constitutes sufficient testing for release or transition.

Why the other options are incorrect:

- A). An approach to regression testing- While important, regression strategy typically belongs to the test approach section, not the detailed planning of multi-level testing criteria.
- B). A list of acceptance criteria for each of the user stories- This belongs to Agile acceptance test documentation, not the formal test plan for multiple test levels (integration, system, UAT).
- D). A set of logical test cases- Test cases are outputs of test design, not part of the test plan document.

References:

ISTQB Certified Tester Advanced Level - Test Manager Syllabus v3.0

Chapter 3: Test Planning, Monitoring, and Control

Section: Test Planning Tasks

Subsection: Define test completion criteria (exit criteria) and entry criteria for each test level
Table of contents and body text referring to "items and features to be tested", "entry and exit criteria", and

"content of the test plan".

NEW QUESTION: 18

Which of the following is not true regarding applying a model-based approach, e.g., TMMi, for improvements at project level?

- A.** The assessment should include test management processes such as test planning and test monitoring and control
- B.** The assessment should include test engineering processes such as test design, test implementation and test execution
- C.** The assessment should include areas such as test policy and test organisation
- D.** Practices at organisational level should be tailored appropriate to the project's context

Answer: C (LEAVE A REPLY)

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

The syllabus distinguishes organizational-level process areas (e.g., test policy, test organization) from project-level process areas (e.g., test planning, monitoring/control; test design, implementation, execution) when applying model-based improvements such as TMMi at different scopes.

At project level, assessments focus on project processes and practices; test policy and test organization are organizational concerns, not a correct inclusion for a project-level assessment.

Therefore, C is not true for a project-level model-based improvement focus. A and B are correct inclusions at project scope, and D is consistent with the syllabus guidance to tailor organizational practices to the project context.

(References: CTAL-TM v3.0 Syllabus - Chapter 2 "Test Management in the Organization" - improvement approaches and scopes; descriptions contrasting organizational vs. project-level process areas and the use of model-based frameworks such as TMMi.)

NEW QUESTION: 19

Which of the following statements about test management activities for an iterative development model is false?

- A.** With testware the focus is on acceptance criteria and definition of done. The level of documentation is minimal.
- B.** The test approach is embedded within iterations, with a focus on adaptability and feedback.
- C.** Reporting is done at project milestones.
- D.** Roles are integrated; facilitator or coach typically replace the traditional test manager.

Answer: C (LEAVE A REPLY)

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

In iterative/Agile contexts (Chapter: Test Management in the Organization), the syllabus emphasizes:

A: Testware tends to be lean; focus is on acceptance criteria and the Definition of Done; documentation is often minimal but sufficient.

B: The test approach is integrated within iterations, emphasizing adaptability, continuous feedback, and close collaboration.

D: Traditional, centralized "test manager" roles are often evolved or distributed; responsibilities may be shared across the team, with a facilitator/coach (e.g., Scrum Master/Agile coach) supporting quality practices.

C is false because in iterative models reporting is continuous and occurs every iteration (e.g., sprint reviews, daily information radiators), not only at traditional project milestones typical of sequential models. (Reference:

CTAL-TM v3.0 Syllabus - Chapter "Test Management in the Organization", sections on Agile/iterative test management, roles, minimal documentation, and iterative reporting.)

NEW QUESTION: 20

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. Identify opportunities for process improvement supported by the tool

C. Understand how the tool can technically and organisationally be integrated into the software development lifecycle

D. Consider the pros and cons of the various licensing models

Answer: A (LEAVE A REPLY)

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: 21

You are a test manager managing a test team and working at a government agency. The test team is responsible for performing the system test. Senior management has been provided with the following test objective for a new project:

"The system should be of high quality."

Using the SMART goal methodology, which of the following statements would be appropriate as a revision to the defined test objective by management?

- A.** All defined requirements shall be implemented and function without problems
- B.** At least three weeks of system testing shall be performed and no major defects will be outstanding before going live
- C.** The number of user issues reported in the first 3 months after going live shall be less than an average of 1 per week
- D.** During component testing a statement coverage of 90% shall be achieved

Answer: C (LEAVE A REPLY)

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

The syllabus requires that test objectives be SMART: Specific, Measurable, Achievable, Relevant, and Time-bound. Option C is specific ("user issues"), measurable ("< 1 per week"), achievable (depending on context), relevant to system quality in production, and time-bound ("first 3 months after going live").

A is not measurable ("...without problems" is vague).

B is partially SMART but uses ambiguous terms ("major defects") and focuses on elapsed time rather than quality outcomes.

References: ISTQB CTAL-TM v3.0 Syllabus-Chapter 3 (Test Planning: defining measurable test objectives and SMART criteria; aligning objectives to levels and stakeholders).

NEW QUESTION: 22

You are a test manager in charge of integration, system, and acceptance testing for a bank. You are working on a project to upgrade an existing ATM to allow customers to obtain cash advances from supported credit cards. The system should allow cash advances from €20 to €500 (both inclusive) for all supported credit cards. The supported credit cards are American Express, VISA, Eurocard, and Mastercard. The system should be easy to use for all users, including new users.

In the master test plan, the following items are listed in the section named "items and/or features to be tested":

- I. All supported credit cards
- II. Language localisation
- III. Valid and invalid advances
- IV. Usability

Assume that the project has now been completed, and the ATM system has been in use for just over two months. You are planning a retrospective meeting for the testing work performed.

Which of the following areas is most likely to be considered in this retrospective?

- A.** Operational defects occurred during the first two months of production

- B. Documenting the final and open defect list
- C. The requirements engineering process
- D. Comparing actual tests completed versus estimated number of tests

Answer: A (LEAVE A REPLY)

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

In the Testing Process (Test Completion and improvement), the syllabus directs the test manager to use production and operational feedback (including defects found in live operation) as key inputs to lessons learned and test process improvement. A retrospective held after two months in production would specifically examine operational defect data to evaluate test effectiveness, coverage, and the adequacy of acceptance criteria and non-functional aspects (e.g., usability, localization).

Option B (final/open defect list) is part of test completion deliverables at project close, not the primary new focus of a post-deployment retrospective.

Option C (requirements engineering process) may be discussed, but the most directly relevant and new evidence for improvement after release is operational defects.

Option D (planned vs. executed tests) is a monitoring/control activity during the project; it can inform improvement, but live defect trends are the principal post-release focus. Relevant syllabus areas: Testing Process - Test Completion (lessons learned; inputs from production and operations to improve future test planning and approach).

NEW QUESTION: 23

You have been contracted to manage the user acceptance testing of a new reservation system for a travel agency. The reservation system is being developed by a third party. Detailed specifications are available, and an estimate of the total development effort exists. The system will be delivered in four agreed increments.

Which of the following estimation techniques would be most appropriate to use in this context?

- A. Estimation based on ratios
- B. Planning poker
- C. Extrapolation
- D. Wide-band Delphi

Answer: (SHOW ANSWER)

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

The syllabus describes ratio-based estimation (e.g., estimating test effort as a proportion of known or estimated development effort) as appropriate when reliable development-effort data or estimates and clear scope are available. Here, detailed specifications exist, overall development effort is estimated, and increments are defined - conditions well-suited to ratio-based estimation.

Extrapolation requires comparable historical test data for this context.

Wide-band Delphi is useful when data is scarce and expert consensus is needed.
Planning poker is typically used by Agile development teams to size user stories, not for contracting UAT with a third party.

Valid TM3 Dumps shared by Actual4test.com for Helping Passing TM3 Exam!
Actual4test.com now offer the **newest TM3 exam dumps**, the Actual4test.com TM3 exam **questions have been updated** and **answers have been corrected** get the **newest** Actual4test.com TM3 dumps with Test Engine here:

https://www.actual4test.com/TM3_examcollection.html (**53** Q&As Dumps, **30%OFF**

Special Discount: Freepdfdumps)