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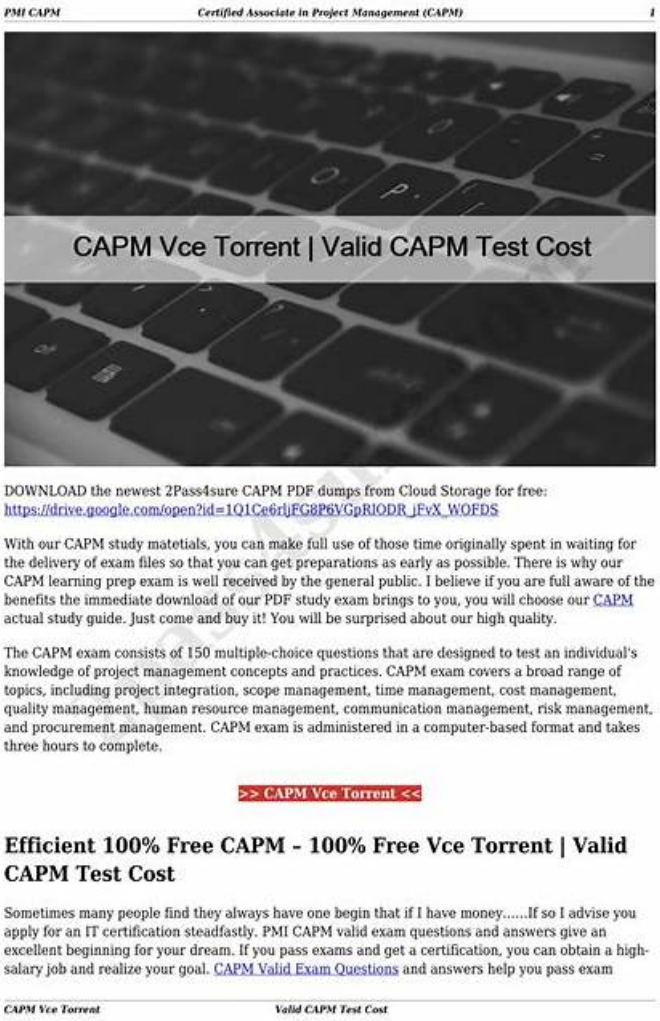

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We provide you with our best BCS TM3 exam study material, which builds your ability to get high-paying jobs. BCS TM3 Exam Dumps includes BCS TM3 Dumps PDF format, desktop TM3 practice exam software, and web-based TM3 practice test software.

BCS TM3 Exam Syllabus Topics:

Topic	Details
Topic 1	• 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	• 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	• 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 (Q30-Q35):

NEW QUESTION # 30
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. Professional competence
- C. Methodological competence
- D. Personal competence

Answer: D

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
InPeople Skills - Team Composition, the syllabus distinguishes four competence areas.Personal competencecovers attributes such asself-confidence,resilience, self-management, and ownership-traits related to how an individual conducts themselves. "Ability to act with confidence" is therefore categorized underpersonal 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 underpersonal competence.)

NEW QUESTION # 31
Which of the following test stakeholders are most likely not involved in defining requirements?

- A. Users
- B. Product Owners
- C. Operations Team
- D. Development Leads

Answer: C

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
The syllabus (Chapter:People Skills - Team Composition) discusses stakeholder roles and collaboration.
Product OwnersandUsersare primary sources forrequirements and acceptance criteria.Development Leadstypically collaborate on clarifying requirements and translating them into technical solutions and testability. By contrast, theOperations Teamis primarily focused ondeployment, support, and operational concerns(e.g., environments, monitoring, reliability in production). While operations may influencenon- functional constraintsor service levels, they arenot typically the primary participants in defining functional requirements, makingOperations Teamthe most likely answer here.
(Reference: CTAL-TM v3.0 Syllabus - Chapter "People Skills - Team Composition", stakeholder roles and collaboration; contrasts in responsibilities across PO/Users/Dev vs. Operations.)

NEW QUESTION # 32
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. Organising a meeting with senior management in which senior management addresses the importance of good testing for this project.
- D. Providing adequate rewards to the testers when they have done an outstanding job.

Answer: B

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
The syllabus addressesmotivators and de-motivatorsin test teams. Sustainedmandatory overtimeis explicitly highlighted as ade-motivator, leading to burnout, reduced morale, and lower quality over time. In contrast, private, constructive feedback,recognition/reward, andvisible management supportare listed as practices that canimprove motivation. Hence,constantly prescribing overtime (B)is the option most likely tode-motivatethe 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.)

NEW QUESTION # 33
Which status would typically be assigned to a false-positive defect report during defect management?

- A. Deferred
- B. Resolved
- C. Accepted
- D. Rejected

Answer: D

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
Afalse-positivedefect is one where the reported behavior isnot actually a defect(e.g., intended behavior, misuse, environment/setup issue). In defect management, the appropriate disposition for "not a defect" is torejectthe report rather than accept, resolve, or defer it.

Rejected: used when the item is not a defect (e.g., "as designed," duplicate, or cannot be reproduced).
Accepted/Resolved: used when confirmed and fixed.
Deferred: used when confirmed, but the fix is postponed to a later release.This aligns with the syllabus content ondefect lifecycle states and dispositionswithin defect management governance and reporting (CTAL- TM v3.0, Chapter 5: Test Monitoring, Test Control, and Test Reporting - defect management process, defect states, and reporting).

NEW QUESTION # 34
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. Actual versus planned estimation (in hours) for testing activities
- C. Number of automated test cases versus planned automated test cases
- D. Code coverage

Answer: C

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
The syllabus explains thattest objectivesare agreed during planning andachievement against these objectivesis assessed and reported intest completion. A common objective is toautomate a defined proportion of tests; the metric "number of automated test cases versus planned automated test cases" directly measures the degree to which thatobjectivewas achieved and is reported in completion.
A (code coverage)andC (defect trends)are valuable but are not inherently tied to a specificstated objectiveunless such a target was set (e.g., 80% branch coverage).
Bis amonitoringmetric (variance to plan) rather than a direct measure ofobjective achievement.(Reference:
CTAL-TM v3.0 -Test Planning, Monitoring, and ControlandTesting Process (Test Completion): defining measurable test objectives; reporting objective achievement in the test summary/completion report.)

NEW QUESTION # 35
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