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As a market leader, our company is able to attract quality staffs, it actively seeks out those who are energetic, persistent, and professional to various TM3 certificate and good communicator. And we strongly believe that the key of our company's success is its people, skills, knowledge and experience. Over 50% of the account executives and directors have been with the Group for more than ten years. The successful selection, development and TM3 training of personnel are critical to our company's ability to provide a high pass rate of TM3 exam questions for you to pass the TM3 exam.

BCS TM3 Exam Syllabus Topics:

Topic	Details

Topic 1	• 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	• 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 3	• 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.

BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q12-Q17):

NEW QUESTION # 12
To which category of cost of quality does "fixing a defect found during testing" belong?

- A. Appraisal costs
- B. External failure costs
- C. Internal failure costs
- D. Defect prevention costs

Answer: C

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
The syllabus differentiates cost of quality into:
Prevention (to avoid defects),
Appraisal (to evaluate products, e.g., reviews, testing),
Internal failure (defects found before release, including the cost to fix during testing), and External failure (defects found after release). "Fixing a defect found during testing" is an internal failure cost, because the failure is detected and corrected prior to delivery (CTAL-TM v3.0, Organizational Test Management - economics of testing and cost of quality categories).

NEW QUESTION # 13
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. Organising a meeting with senior management in which senior management addresses the importance of good testing for this project.
- B. Providing adequate rewards to the testers when they have done an outstanding job.
- C. Criticising testers only in private when they made a mistake during their test activities.
- D. Constantly prescribing overtime to the testers so that they will be accustomed to perform extra hours when necessary.

Answer: D

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 # 14
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. The priority to fix the problem
- B. The status of the defect
- C. The software lifecycle phase in which the defect was detected
- D. Steps to reproduce the failure, along with the actual and expected results

Answer: C

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
Forprocess improvement and root-cause analysis, the syllabus highlights the value ofdefect origin and detection phase datato evaluatewhere defects are injected and where they are detected, calculate removal effectiveness, and focus improvements (e.g., earlier-phase prevention or reviews). Thelifecycle phase detectedenables meaningful analysis ofphase containment, trends, and improvement targets; the other fields are useful operationally but less pivotal fororganizational/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 # 15
You are a tester working in an Agile team in the finance domain. The team consists of 6 members, and you are the only tester. The team is responsible for the development and maintenance of a mobile front-end application. The application is considered to be critical with respect to customer impact and market branding.
You have been asked to identify which test management activity needs to be performed within the team to enhance test maturity and achieve a higher level of product quality.
Which test management activity would you recommend the team should adopt?

- A. Increase coverage by automating more tests
- B. Define quality criteria for user stories and acceptance criteria
- C. Perform product risk identification and analysis
- D. Provide detailed estimations early for each test level

Answer: C

Explanation:
Comprehensive and Detailed Explanation From Exact Extract of ISTQB Certified Tester Advanced Level - Test Manager v3.0 syllabus:
The syllabus positionsproduct risk analysisas a core activity for test managers toprioritize testing and allocate effort.
Performingproduct risk identification and analysisdrives the selection of features, levels, and test types to focus on, informs coverage depth, and guides where to automate for maximum value. While defining acceptance criteria (A) is important and often handled during backlog refinement, and automation (D) is valuable, withoutrisk analysisthe team cannot ensure efforts target the most critical quality risks-especially forhigh-impact, customer-facing mobile applications(CTAL-TM v3.0 Syllabus, chapter on Risk-Based Testing: risk identification, analysis, and applying risk to test prioritization and coverage).

NEW QUESTION # 16

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

Answer: C

Explanation:
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 # 17

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