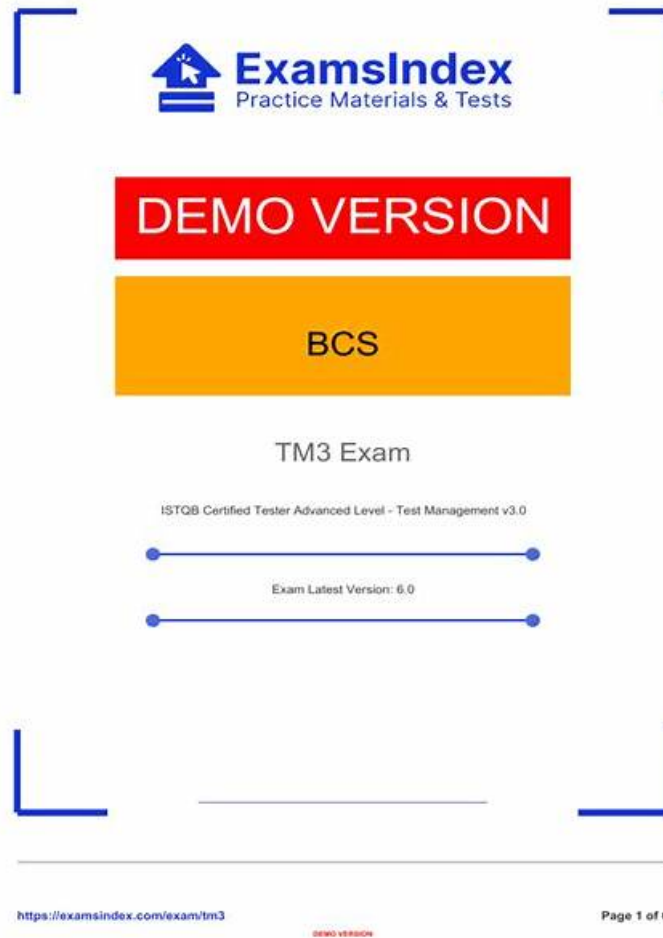


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BCS TM3 Exam Syllabus Topics:

Topic	Details
Topic 1	<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 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 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.

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BCS ISTQB Certified Tester Advanced Level - Test Management v3.0 Sample Questions (Q13-Q18):

NEW QUESTION # 13

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. Methodological competence
- B. Social competence
- C. Professional 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:

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 # 14

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. Organising a meeting with senior management in which senior management addresses the importance of good testing for this project.
- C. Constantly prescribing overtime to the testers so that they will be accustomed to perform extra hours when necessary.
- D. Providing adequate rewards to the testers when they have done an outstanding job.

Answer: C

Explanation:

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

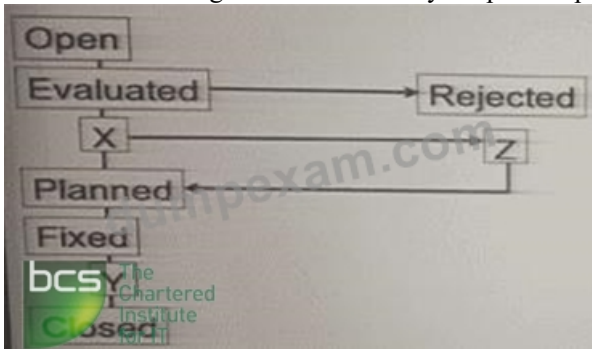
The syllabus addresses motivators and de-motivators in test teams. Sustained mandatory overtime is explicitly highlighted as a de-motivator, leading to burnout, reduced morale, and lower quality over time. In contrast, private, constructive feedback, recognition/reward, and visible management support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

NEW QUESTION # 15

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

Answer: A

Explanation:

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

Answer: A

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

You are working as a test manager at a company that develops software applications for the mobile domain.

The organisation has recently been assessed against TMMi. This assessment showed that the company is a TMMi level 1 organisation. The projects use the V-model lifecycle and an independent test team exists. The test team consists of both experienced and novice testers. The team has not yet been formally trained in testing, but an ISTQB Foundation course is scheduled to take place in two months.

In your role as a test manager working in the independent test team, you have recently performed a risk assessment for a mobile software application to be developed. You want the features that have been identified as major risks to be tested more thoroughly.

Which test practice would you propose to mitigate the identified major product risks?

- A. Start a test improvement project to achieve TMMi level 2
- B. Use test design techniques such as equivalence partitioning and decision table testing
- C. Assign the most experienced testers to test the features with the highest risk levels
- D. Create pairs of developers and testers to test the features with the highest risk levels together

Answer: C

Explanation:

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

The syllabus advises that risk mitigation includes allocating stronger capability and more effort to high-risk areas (e.g., by assigning more experienced testers and more intensive testing to those features). In a low-maturity (TMMi level 1) context with novice testers not yet trained, immediately deploying experienced testers to high-risk items is the most practical and effective step to achieve deeper, more reliable testing.

Option B would be beneficial, but without formal training yet, immediate effectiveness is uncertain.

Option C is a longer-term improvement initiative, not a direct immediate mitigation for the current project risks.

Reference: ISTQB CTAL-TM v3.0 Syllabus, Chapter 4 (Risk-Based Testing) on allocating test effort and expertise according to product risk; Chapter 3 (Test Planning) on resourcing high-risk areas first.

NEW QUESTION # 18

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