The TecCOMFrame Project

How to educate future technical communicators?
Only few Higher Education Institutions offer study programs in TC

As a consequence:

- The occupational profile is unclear
- The competencies and qualifications for technical communicators are unclear

Higher Education Institutions therefore need help in the establishment of appropriate curricula for training in TC.
Objective

The project aims to develop standard curricula based on a common academic qualification and competence framework.

TecCOMFrame = Technical Communication Competence Framework
Major output

- Development of curricula at three levels (cf. European Qualifications Framework):
  - EQF level 5: Specialization courses for language/translation studies and engineering studies
  - EQF level 6: Bachelor program
  - EQF level 7: Master program

- TecCOMFrame: Academic Competence Framework for TC based on the existing tekom cross-industry competence framework

- Update TecDocNet Guideline 2018

- Competence and Qualification Profiling Tool
Increasing number of:
- Study programs in TC (specialization, bachelor and master)
- Graduates in TC
- Qualified professionals in TC

Facilitating:
- Better understanding of the profession and its requirements
- Job mobility through definition of standards
- Student and staff exchange through availability of programs
- Employability of students from related studies through specialization in TC
- Employee recruitment due to clear assessment criteria
Project partners

AARHUS UNIVERSITET

UNIVERSITY OF TWENTE.

FH Karlsruhe

POLITEHNICA DIN BUCURESTI

KU LEUVEN

PARIS DIDEROT

UNIVERSITY OF APPLIED SCIENCES

UNIVERSITY OF LIMERICK
Other project partners

“Silent” partners:
- Stakeholders from industry and service companies
- Other European Higher Education Institutions

We need your help! Would you like to be a “silent” partner?
First step

Developing a framework that includes all competencies relevant for Technical Communication.
How we work
Developing the framework

First level: relevant subjects and related competencies
Second level: relevant sub-subjects and related competencies
TecCOMFrame – List of subjects

- Management
- Info-mining
- Information architecture
- Visualisation and Design
- Technical Writing
- User experience
- Information technology
- Media / Content delivery
- Foreign Language(s)
- Interculturality
- Communication
- Corporate Communication
- Terminology
- Multilingual workflow management
- Engineering
- Quality Assurance
- Evaluation
- Information Product Development
- Standards and Regulations / Law
- Training Design
- Academic research methodology
- Ethics / philosophy
- Publishing
- Archiving
Developing the framework
The approach

First level

1. Defining the disciplines relevant for academic training in technical communication.
2. Formulate a definition/description for each subject:
   ▪ Underlying idea; why is the subject important for technical communication?
   ▪ Application; when (for which tasks) is the qualification in this subject needed and how will it be applied?
   ▪ Scope; which aspects does the discipline include?
3. Overall competencies to gain: additional information on the level and characteristics of the qualification and the learning outcome
The approach

Second Level

4. Defining sub-subjects – showing the scope and different aspects of the subjects to teach

5. Skills/knowledge to acquire: expressed in the style of Bloom’s taxonomy

Rules:
- Learning outcome; knowledge or skills
- Knowledge expressed as infinitive; “understand/know”
- Skills expressed as to be able to... “verbs” - infinitive as a first part of the description of a knowledge or skill
## The approach

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<th>Responsible</th>
<th>Definition</th>
<th>1 Level</th>
<th>Overall competence to gain</th>
<th>2 Level</th>
<th>Skills / Knowledge to acquire</th>
<th>Remark: be generic</th>
</tr>
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<tbody>
<tr>
<td>Idea behind</td>
<td>Application</td>
<td>Scope</td>
<td>Subject</td>
<td>Additional information</td>
<td>Sub-Subject</td>
<td>Rule: writing it down as noun</td>
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**Yvronne**

- Technical communicators need to understand and apply concepts of evaluation to create more effective information products. They need to have a strategic understanding of the purpose of evaluation, organize and select evaluation strategies that are appropriate for the situation, gather evaluation data, use evaluation data to improve information products, make them more appropriate for target audiences. Use evaluation data to plan future information products and to strategically allocate resources.

- This topic covers definitions of evaluation, and methods of evaluation including corporate feedback, user feedback, and web feedback. It describes risks and benefits of evaluation.

- **Evaluation and User experience**
  - Understanding the theoretical concepts of usability and user experience
  - Understand the purpose of evaluation
  - Be able to gather and use different types of evaluation data

- **Usability and User experience definitions**
  - Understand the used definitions of usability and user experience
  - Understand the differences and similarities between usability and user experience
  - (e.g., ISO-definitions)

- **Evaluation definition**
  - Understand evaluation and its purpose
  - Integrate evaluation into the project lifecycle
  - Use evaluation data strategically

- Corporate feedback
  - Gather corporate feedback
  - External feedback (e.g., call centers, after-sales service, service engineers, Help hotline)

- Feedback from internal business units (e.g., training centers, trainers, after-sales service, service engineers)

- Organise feedback processes
  - Systematic evaluation of feedback
Next steps

- Draft finished by September: major milestone
- Quality assessment commencing now
  - Gathering feedback on:
    - level of detail
    - missing subjects or sub-subjects
    - overlapping subjects
  - Adapting based on feedback from silent partners
- Next on-site meeting in September 2016
- Dissemination activities