The tekom Competence Framework as the basis of vocational training

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The International Standard Classification of Education (ISCED) is a statistical framework for organizing information on education maintained by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

It is a member of the international family of economic and social classifications of the United Nations.
Demand of the industry: Specially trained and qualified staff with specific competencies is required, esp. for international companies

- A constant demand for Technical Communicators (EU figures)
  - 1.4% of all employees in the industry sector
  - 3.6% of all employees in the software sector
- Late entrants with background in engineering and translation

There is a need for a better understanding of the profession and its competence requirements

- The occupational profile and roles are unclear
- The competencies and qualifications for Technical Communicators are unclear
What is a competence framework?

Starting Point:
How do you define the skills, behaviors, and attitudes that workers need to perform their roles effectively? How do you know they're qualified for the job?

• 'Competence' encompass demonstrable performance outputs as well as behaviour inputs, and may relate to a system or set of minimum standards required for effective performance at work.

Definition:
A ‘competence framework’ is a structure that sets out and defines each individual competency (such as problem-solving or people management) required by individuals working in an organization or part of an organization.
Job-related Qualifications

Definition of “qualification”

WIKIPEDIA: “A title or attribute gained in education, through examination or by certification”

Why the concept of job-related „qualifications“ causes trouble

• In the EU, education is a domain of the member countries
• Universities are free to define curricula
• It is difficult to compare qualifications

→ Standardization?
Definition of skills and competencies required in Technical Communication

The tekom Competence Framework

- defines **practice-based** and **action-oriented skills** of the kind and **knowledge** that are used in technical communication workplaces and the requisite qualifications.

- In doing so it focuses on the creation of information products.

- describes the **occupational profile** and **potential job profiles** in technical communication.
Standardization by the tekom Competence Framework

Provides clear, basic guidance for

- companies of any kind
- technical communication employees
- people who are interested in entering the profession
- institutions of higher education
- training institutes

who need to make decisions relating to job advertisements, staff recruitment, careers, further education, training, curricula, or exams.
How was the tekom Competence Framework developed?

1. Developing the reference process for creating information products

2. Empirical survey: Which knowledge, skills, competencies are required to fulfill specific tasks?

3. Integration of Expert Knowledge (tekom's Qualification Modules): Subject Matter Experts have defined the essential learning goals and learning contents

Structure of the tekom Competence Framework

The tekom Competence Framework is a taxonomy (classification system), which describes in four levels

1. the seven process steps of the development of technical documentation,
2. the respective knowledge areas
3. assigned fields of competence,
4. as well as the underlying thematic blocks with teaching contents and learning objectives.
Development of Information Products (iP)

Management Process

Context analysis → Planning → Concept development → Information creation → Media production → Publication and distribution → Observation

Support Processes, e.g. IT Tool Support

Support Processes, e.g. Terminology Management

Parallel Processes, e.g. Translation/Localization

- Legal requirements
- Normative requirements
- Target groups
- Country-specific requirements
- Products and technologies
- Media
- Results of Observation
- Product lifecycle support
- Information creation planning
- Project Management
- Information products
- Information architecture
- Access
- Content presentation
- Methods
- Information flow
- Internationalization/localization
- Information sources
- Acquisition and selection of information
- Content creation
- Tools for creating content
- Integration of content
- Quality assurance for content
- Arranging localization and translation
- Print media
- Electronic media
- Automation and programming
- Print media
- Delivery of electronic media
- Screen Design
- User Feedback
- Evaluation
- Archiving
- Quality Control for delivery

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Level 1: Areas of competence

Context analysis

1. Context analysis

Before creating an information product, it is necessary to analyze the requirements which it must meet. Context analysis determines the underlying conditions and the requirements that are placed on an information product by its context.

Context analysis is a preparatory process phase. One distinctive feature is the fact that not only internal sources but mainly sources outside the company are evaluated. In doing so, overarching aspects such as legal and normative requirements, markets or target groups are investigated. Context analysis does not have to be performed for every documentation product but does need to be performed regularly at scheduled intervals or when modifications have been announced. The results of observing the information product are evaluated in the context analysis and their consequences for creating information products are deduced from these results. Context analysis and its results are interpreted specifically to the documentation, depending on the nature of the information product and the underlying conditions.

A context analysis examines:
- Legal requirements
- Normative requirements
- Target groups
- Country-specific requirements
- Products and technologies
- Media and information technology
- Results of observation of the information product

The results of the context analysis are fed into the concept for an information product and also into aspects such as media development, publication and distribution.

Description / Summary of the area of competence
Describe the professional and workplace requirements for developing information products.
Level 3: Thematic blocks
Culturally-specific aspects of the target group

| 1.4.1 Technical requirements |

| 1.4.2 Culturally-specific aspects of the target group |
- Culturally-specific differences in the way that information is processed (e.g., characters, colors, images, reading direction)
- Cultural aspects of pictorial and symbolic language
- Culturally-specific differences regarding expected ways in which information is presented
- Cultural and country-specific aspects of the target group when using the information product and when using media
- Cultural and country-specific aspects of the target group which might impact use of the product
- Culturally-specific methods of working
- Country-specific aspects and requirements (e.g., linguistic, terminological, technical, organizational) that must be taken into account when creating information products for international markets.

| 1.4.3 Legal and normative requirements |

Classify the individual teaching contents
1.4.2. Culturally-specific aspects of the target group

Culturally-specific differences in the way that information is processed (e.g., characters, colors, images, reading direction)

Cultural aspects of pictorial and symbolic language

Culturally-specific differences regarding expected ways in which information is presented

Cultural and country-specific aspects of the target group when using the information product and when using media

Cultural and country-specific aspects of the target group which might impact use of the product

Culturally-specific methods of working

Country-specific aspects and requirements (e.g., linguistic, terminological, technical, organizational) that must be taken into account when creating information products for international markets.

Teaching approach with deliberation

Teaching approach without deliberation

Teaching approach on methods/processes

Learning objective 'Knowledge' on EQF Level 4 (Junior)

Learning objective 'Practical ability/Application' on EQF Level 4 (Junior)

Learning objective 'Knowledge/Understanding' on EQF Level 5 (Senior)

Learning objective 'Practical ability/Application' on EQF Level 5 (Senior)
The tekom Competence Framework as the basis for vocational training

- **tekom qualification consulting**
  - For gap analysis and identifying individual further education needs

- **Further education institutes and training providers, including universities**
  - For developing new training offerings and curricula

- **Further education students**
  - For identifying and defining individual further education content and objectives

- **Certification**
  - For defining tests/assessments and the development of examination questions
The tekom Competence Framework as the basis for vocational training

Learning process
- Competence requirements
- Imparting knowledge
- Acquiring knowledge
- Learning outcome

Focus
- Teaching contents
- Teaching approaches
- Learning objectives
- Exam questions

Actors
- tekom
- Further education institutes
- Further education students
- Certification examination

Skills profiles and qualification levels EQF

Qualification and certification (Junior/Senior)

SOURCE tekom
Thank you!

Questions?…

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