

# Sample Questions for the Professional Level

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## Introduction

This document contains **sample** examination questions the likes of which can be used in the written examination. They are intended for orientation purposes only and do not claim to reflect all topic areas of the tekomp competence framework.

### I Information on Educational Objectives

In accordance with the qualification levels of the European Qualification Framework (EQF), the educational objectives “Ⓐ Knowledge, Ⓑ Knowledge/Comprehension, Ⓒ Skills/Application” have different characteristics regarding content depth, scope and cognitive processing level of the educational content. The following describes the educational objectives that apply to different qualification levels.

Modeled after Bloom’s Taxonomy of Educational Objectives:

- **Verbs indicating the acquisition of knowledge (Ⓐ Knowledge) are:** invoke, specify, list, note, enumerate, describe (data, facts), determine (data, facts), represent, define, name, depict (data, facts), complete, reproduce
- **Verbs indicating the acquisition of comprehension (Ⓑ Knowledge/Comprehension) are:** select, justify, describe (correlations), determine (contexts), classify, explain, clarify, formulate, contrast (data, facts), identify (correlations), arrange, depict (correlations), transmit, distinguish, illustrate, summarize
- **Verbs indicating the acquisition of skills (Ⓒ Skills/Application) are:** deduce, produce, be able to apply, carry out, evaluate, edit, assess, calculate, demonstrate, discuss, perform, create, find out, interpret, indicate, design, solve, plan, compare, use, associate

#### Professional Level

- **Ⓐ Knowledge (EQF 4):** Reproduction of factual knowledge, terms, simple definitions, data, events or rough representations of theories, remembering and reproduction of facts, terms, concepts and answers.  
Example of an educational objective: “To know the definition of product safety”
- **Ⓒ Skills/Application (EQF 4):** Ability to use facts, application of methods, implementation of processes.  
Example of an educational objective: “To be able to correctly formulate warning messages”, “To know the process as well as the different phases of information development”

#### Expert Level

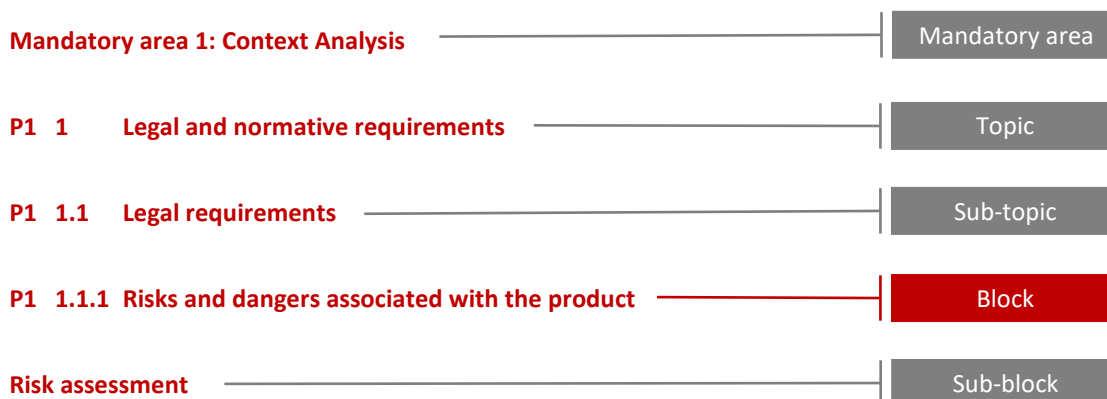
- **Ⓑ Knowledge/Comprehension (EQF 5):**  
**Knowledge:** Reproduction of factual knowledge, terms, simple definitions, data, events or rough representations. Remembering and reproduction of facts, terms, concepts and answers  
 Example of an educational objective: “To know the definition of HTML”  
**Comprehension:** Formulation and explanation of issues in one’s own words, representation of theories, constructs and laws, understanding correlations, organization, comparison, interpretation, description, reproduction of main ideas regarding facts, terms, ideas and concepts in own words.  
 Example of an educational objective: “To understand the advantages and disadvantages of modular information development”



- © **Skills/Application** (EQF 5): Ability to use facts, application of methods, implementation of processes, autonomous problem-solving, even in new situations.  
Example of an educational objective: “To be able to develop a structuring concept”, “To be able to conduct an analysis for product use”

## II Information about Sample Questions

Sample examination questions are categorized by **blocks**.



Every sample examination question has an **educational objective** and a **degree of difficulty**.

Question	Educational objective	Degree of difficulty
What are the criteria for a risk assessment? <b>Name</b> 3 criteria. [4]	Ⓐ	**
How is the formulation of safety notes and warning messages related to risk assessment? <b>Explain</b> the correlation. [47]	Ⓑ	***
Which media trends will change technical documentation in the coming 10 years? <b>Name</b> 3 media trends and <b>apply</b> each trend to technical documentation in 1 to 2 sentences, using examples. [290]	Ⓒ	**
What are the types of danger that can be caused by a product? <b>Classify</b> these and <b>give</b> an example. [10]	Ⓑ	*

### Legend

- The verbs **marked yellow** (e.g., name, clarify) indicate the educational objective. The allocation of possible verbs to educational objectives is provided under *Information on Educational Objectives, Pg. 8* in this document.
- Educational objectives Ⓐ Knowledge and Ⓒ Skills/Application for the Professional Level qualification
- Educational objectives Ⓑ Knowledge/Comprehension and Ⓒ Skills/Application for the Expert Level qualification
- Degrees of difficulty: \* ≙ easy | \*\* ≙ medium | \*\*\* ≙ difficult

## Mandatory Area 1: Context analysis

### Class recommendation

- Professional: 1.5 coins (45 hours)
- Expert: 3 coins (90 hours)

## M1 1 Legal and normative requirements

### M1 1.1 Legal requirements

The legal requirements placed on an information product affect, among other things, the risks and hazards associated with the product, product safety, duty to instruct or compliance. Only some of the legal requirements and obligations that apply when placing products on the market are a direct result of legal provisions. Court decisions continue to be hugely significant. The legal provisions for information products are derived from the legal provisions for the condition of products and are also designated as the “duty to instruct”.

All the legal requirements that apply to an information product are determined and documented as a result of an analysis. These requirements are stated in concrete terms during the concept development phase.

### M1 1.1.1 Risks and dangers associated with the product

Question	Educational objective	Degree of difficulty
Which are the criteria to be checked by a risk assessment? Name 3 criteria. [4]	Ⓐ	**
Who is responsible for carrying out the risk assessment for a product? Name the responsible role or position of a person (in the company). [89]	Ⓐ	*
What is a FMEA? What does FMEA stand for? Why is it used and what are the 4 steps according to a FMEA? [90]	Ⓐ	***
Name the signal words to indicate possible harm to persons. Why should they never be used to indicate possible damage to property? [1357]	Ⓐ	***

### M1 1.1.2 Product safety

Question	Educational objective	Degree of difficulty
Explain the importance of health and safety law. Which are the consequences if the market surveillance authorities deem your product as “dangerous”? [1358]	Ⓐ	***
Describe the tasks of the market surveillance authorities. Which actions can they initiate? Name to examples. [1359]	Ⓐ	***
The product safety law requires very often that the product is accompanied by instructions in the official language of the target market. Explain the importance of the language used for the instructions for use. [1360]	Ⓐ	***
What prerequisites must be fulfilled before placing a product on the market? Name 5 prerequisites. [1361]	Ⓐ	***
What is a Type A standard? Explain in 1 to 2 sentences and give an example. [1362]	Ⓐ	*

### M1 1.1.3 Obligations to provide instructions for use

Question	Educational objective	Degree of difficulty
Which information relevant for documentation does a technical communicator typically extract from the risk assessment? Name 3 types of information. [1098]	Ⓐ	**
Please name three examples for explicit requirements dealing with instructions for use stipulate in health and safety requirements. [1363]	Ⓐ	**
What does the obligation to provide information for use under product liability law mean? Describe in 2 to 3 sentences. [1100]	Ⓐ	*

### M1 1.1.4 Legal consequences

Question	Educational objective	Degree of difficulty
The instructions for use is part of the product. Explain why this matter of fact is of high importance for product liability? [1364]	Ⓐ	**
Name three examples how contractual agreements can affect the instructions delivered. [1365]	Ⓐ	**
Can contractual agreements (e.g. with respect to the language of the instructions) overrule compulsory requirements set by the health and safety regulations of the target market? [1366]	Ⓐ	**

### M1 1.1.5 Copyright and right of use

Question	Educational objective	Degree of difficulty
What information does the imprint of instructions for use provide? Name 2 pieces of information. [92]	Ⓐ	*
Which is the legal basis to allow the use of objects such as pictures or text protected by Copyright Law? [1367]	Ⓐ	**
Who owns the copyright for pictograms? Give reasons for your answer. [81]	Ⓐ	***

### M1 1.1.6 Data protection

Question	Educational objective	Degree of difficulty
What is personal data? Define the term and name 2 examples of personal data. [95]	Ⓐ	*
Define data protection. [1368]	Ⓐ	*
Give an example for a product where data protection becomes most important during the product development. [1369]	Ⓐ	**

### M1 1.1.7 Product compliance

### M1 1.1.8 Legal research

### M1 1.1.9 Data protection and IT security

### M1 1.1.10 Legal requirements placed on Document Management

## M1 1.2 Normative requirements

National and supranational standards specify further requirements placed on information products in concrete terms. A standard contains a definition of the requirements placed on technical equipment, components, system modules and technical interfaces, processes and procedures.

Standards do not have any legally binding status because they are produced by private standards bodies rather than by government legislation. They are essentially applied on a voluntary basis. Nevertheless, the application of standards may be made mandatory by legal regulations. The following requirements placed on Technical Documentation as a result of technical standards are liable to constant change at both national and international level.

All the normative requirements that apply to an information product are determined and documented as a result of analyzing applicable standards. These requirements are stated in concrete terms during the concept development phase.

### M1 1.2.1 Standards

Question	Educational objective	Degree of difficulty
Is the Machinery Directive a law or a standard? Explain in one sentence. [1102]	Ⓐ	**
What does DIN ISO 9000 regulate? Describe in 2 to 3 sentences. [79]	Ⓐ	**
Explain the importance of IEC/IEEE 82079-1 with respect to instructions for use and the technical documentation department. [1384]	Ⓐ	**

### M1 1.2.2 Standardization

### M1 1.2.3 In-house standardization in companies

### M1 1.2.4 Conformity with standards

### M1 1.2.5 Researching information on standards

## M1 2 Target Groups and Country Specifics

### M1 2.1 Target groups

Target group descriptions characterize the users of an information product in a given usage situation. Every information product must be easily understandable and usable for its target group. One must know the information product's target group and its requirements in order to achieve this. The characteristics of the information product can be determined and derived from this starting point.

Relevant features describe target groups and usage situations. Various methodological approaches make it possible to follow a systematic procedure when analyzing target groups and their usage situation.

A target group analysis produces specific guidance on how to develop a product.

#### M1 2.1.1 Documentation-relevant target-group characteristics

Question	Educational objective	Degree of difficulty
Which characteristics do you use to describe a usage environment as part of a usage context analysis? Name 3 characteristics. [70]	Ⓐ	**
Which target group characteristics can impact the use of an information product? Name 3 characteristics. [291]	Ⓐ	*
Where can you research a target group's awareness level for technologies? Name and describe 3 possibilities. [97]	Ⓐ	***

#### M1 2.1.2 Characterization of target groups

Question	Educational objective	Degree of difficulty
What is a target group analysis? Define the term in the context of technical documentation. [86]	Ⓐ	*
What is a who-does-what matrix? Define the term and describe the relevance of this matrix for technical documentation. [87]	Ⓐ	**
How can target groups differ? Name 3 aspects. [1103]	Ⓐ	**

#### M1 2.1.3 Target group analysis

#### M1 2.1.4 Trends in users' behaviors

## M1 2.2 Country-Specific Requirements

Information products for different countries and markets must meet country-specific requirements. These include:

- Technical requirements
- Culturally-specific aspects of the target group
- Legal and normative requirements

Taking these requirements into account in the information product is relevant when it comes to placing the product on the market, product compliance and usability. Information on this can be obtained directly from destination countries, from technical requirements and product specifications, from contracts or by research.

The resulting requirements placed on information products must be taken into account during concept development and be implemented when the product is produced.

### M1 2.2.1 Technical requirements

Question	Educational objective	Degree of difficulty
Are there different technical requirements for the German and Chinese markets that influence the conception of an information product? Describe them in 2 to 3 sentences. [1319]	Ⓐ	**
Which country-specific technical requirements influence the concept of an information product? Name 3 requirements. [1391]	Ⓐ	*
You have to create a device description for an electric toothbrush that will be marketed internationally. What do you need to keep in mind when creating a picture of the product? Describe this in 1 to 2 sentences. [1320]	Ⓐ	***

### M1 2.2.2 Culturally specific aspects of the target group

Question	Educational objective	Degree of difficulty
What are cultural aspects of a target group? Name and describe 3 aspects. [103]	Ⓐ	*
Name 3 country-specific aspects that must be considered when creating information products for international markets. [1321]	Ⓐ	**
Name 3 culturally specific differences in the ways how an international target group processes information. [1322]	Ⓐ	***

### M1 2.2.3 Legal and normative requirements

## M1 3 Products and technologies

### M1 3.1 Products and technologies

Before developing an information product, the characteristics of the product and the resulting requirements placed on the information product must be determined. Conversely, the information product may result in requirements being placed on the product.

An information product must describe all relevant functions and conditions for users. The product structure and possible versions which must be taken into account in the information product are determined when analyzing the product. The use of a product in every phase of the product's life-cycle is another aspect of product analysis. The product technology that is used is also investigated and conclusions are drawn regarding its degree of familiarity and the expected knowledge of users. Allowance must be made for possible interactions between the information product and the product. The features of the product, such as a display, have, for instance, an influence on how an information product can be provided.

The results of this process step must be taken into account during concept development and be implemented when the product is produced.

#### M1 3.1.1 Product analysis

Question	Educational objective	Degree of difficulty
How does one carry out a product analysis? Describe the process. [857]	Ⓐ	***
Name 2 soft and 2 hard factors of a product analysis. [1104]	Ⓐ	**
What product information do you need to create instructions for use? Name and describe 3 different pieces of information in one sentence each. [1105]	Ⓐ	*

#### M1 3.1.2 Analysis of use of product

#### M1 3.1.3 Product features and information product

#### M1 3.1.4 Product technology

#### M1 3.1.5 Competitor analysis



## M1 4 Media

### M1 4.1 Media

Information products can be made available to the user using various media. When creating an information product, a decision must be made as to which types of media are most suitable under the given underlying conditions. Use by the target group, the product that is to be described, how the information product can be displayed on the various output devices and which media standards can be used are all factors that are relevant to this decision.

The results of this process step are used for media planning.

#### M1 4.1.1 Types of media

Question	Educational objective	Degree of difficulty
Name 3 different static types of media or forms of presentation. [1106]	Ⓐ	*
What are static, dynamic and interactive types of media or forms of presentation? Define them in one sentence each. [1107]	Ⓐ	**
Which types of media or forms of presentation do you typically find in printed technical documentation? [1108]	Ⓐ	***

#### M1 4.1.2 Publication media and output devices

Question	Educational objective	Degree of difficulty
Name 3 publication media and the associated output formats. [1109]	Ⓐ	**
What are input and output devices? Name 3 examples each from the user's point of view. [1110]	Ⓐ	***
What advantages can innovative output devices, such as 3D glasses, offer? Name 2 advantages. [1111]	Ⓐ	*

#### M1 4.1.3 Media standards

## Mandatory Area 2: Planning

### Class recommendation

- Professional: 0.5 coins (15 hours)
- Expert: 1 coin (30 hours)

## M2 1 Support for the product life-cycle and phases of information development

### M2 1.1 Product life-cycle support

Information products offer the user assistance in various phases of a product's life-cycle, e.g. installation, commissioning, use, maintenance and disposal.

Distinctions are made between planning the creation of an information product based on product development, product changes and the need to modify an information product without modifying the product.

The content of an information product is inextricably linked to information from other business units, e.g., Development, Marketing, Training and Customer Service. In order to create information products effectively and efficiently, the need to coordinate timings with these other business units must also be taken into account.

Project planning results are used in the next phases.

#### M2 1.1.1 Basic principles of product life cycle

Question	Educational objective	Degree of difficulty
Name the different phases of a product life-cycle. [1088]	Ⓐ	*
Which guideline describes the product life-cycle? Name a guideline and present its content in 2 to 3 sentences. [1112]	Ⓐ	***
What are the different phases of a product life-cycle? Name 3 phases and a specific documentation type for every phase. [754]	Ⓐ	**

#### M2 1.1.2 Dovetailing the development of information products with product development

Question	Educational objective	Degree of difficulty
What is a product specification? Define the term and describe the relevance of a product specification for technical documentation. [1113]	Ⓐ	*
How do product specification and the type of information product relate? Give 3 examples that show how requirements for an information product must be considered in the product specification. [1114]	Ⓐ	***
What is the difference between the product development process for software and the product development process in mechanical engineering? Name 2 differences. [1115]	Ⓐ	**

### M2 1.1.3 Planning information products when products are launched

### M2 1.1.4 Planning information products in the event of product changes

### M2 1.1.5 Planning the correction of information products (without any modifications to the product)

### M2 1.1.6 Dovetailing the development of information products with other business units

## M2 2 Basics of planning of information creation

### M2 2.1 Information creation planning

The requirements placed on every information product differ in each project. This is why planning the creation of information for individual detailed tasks must be set up specifically. This includes defining how the process is organized and which resources are needed in order to achieve implementation.

It includes defining how the process is organized, which resources are needed in order to achieve implementation, what knowledge the executing employees must have, which interfaces must be taken into account and which requirements have to be met in order for all the individual substeps in the information development process to run smoothly. The basis of planning is usually provided by empirical values obtained from previous projects.

The entire information development process (time, tasks, contents and workflow) is devised in advance during information creation planning.

#### M2 2.1.1 Basics principles of information planning

Question	Educational objective	Degree of difficulty
What is information development? Define the term. [18]	Ⓐ	*
What are the typical phases of an information development process? Name 5 phases and 3 typical tasks for every phase. [753]	Ⓐ	**
What problems can arise during an information development process? Name and describe 4 problems. [862]	Ⓐ	***

## M2 3 Basics of project management

### M2 3.1 Project management

Project Management involves organizing, executing and monitoring the information product's development process and process steps, working tasks and resources.

This is where project details are specified and planned. The required Project Management techniques and tools are also described.

The result of Project Management highlights the scope and effort required for the information product creation project and is implemented in subsequent phases.

#### M2 3.1.1 Basic principles of project management

Question	Educational objective	Degree of difficulty
What are stakeholders? Briefly define the term and explain the impact of stakeholders on technical documentation. [526]	Ⓐ	*
What are the tasks of Project Management? Name and describe 4 tasks. [637]	Ⓐ	**
What are "project risks"? Define the term and give 3 examples. [836]	Ⓐ	***

## M2 4 Archiving

### M2 4.1 Archiving

All the relevant project information, project results and information products must be archived in order to complete a project. Electronic archiving enables non-modifiable, long-term retention of electronic information. Various concepts and organizational schemes are adopted in order to ensure systematic archiving. Electronic archiving is assisted by various tools, the functions they provide and their components.

All the project results and project-relevant information are archived as a result of this process step.

#### M2 4.1.1 Project archiving

Question	Educational objective	Degree of difficulty
What does archiving mean? Define the term briefly. [1092]	Ⓐ	*
Why is archiving important in technical documentation? Describe this in 2 to 3 sentences. [264]	Ⓒ	**
Which internal and external project information must be archived? Name 3 pieces of internal and 3 pieces of external project information. [1093]	Ⓐ	**

## Mandatory Area 3: Concept Development

### Class recommendation

- Professional: 2 coins (60 hours)
- Expert: 3 coins (90 hours)

## M3 1 Documents and information architecture

### M3 1.1 Information Products

Different information products may differ fundamentally in terms of their characteristics and function. The first task when developing a concept is, at the highest level, to define which type of documentation is involved, which type of information product is being created and what its communicative function is. The product life-cycle is an important starting point for this purpose. For each phase of the product life-cycle, the user needs different information that has to be documented for the user.

The concept for information products defines the features and characteristics of the information products.

#### M3 1.1.1 Internal and external documentation

Question	Educational objective	Degree of difficulty
Is risk assessment part of internal or external documentation? Answer in one short sentence. [1116]	Ⓐ	*
Which internal document usually informs technical communicators about warning messages that must be included in technical documentation? Name the document. [540]	Ⓐ	*
What is internal documentation? Define the term and give 3 examples. [541]	Ⓐ	***

#### M3 1.1.2 Types of information products

Question	Educational objective	Degree of difficulty
Which types of information products do you know? Name 3 types. [542]	Ⓐ	*
What is parts list-driven documentation? Define the term. [678]	Ⓐ	**
What is the difference between instructions for use and an operation manual? Describe the difference. [395]	Ⓐ	***

### M3 1.1.3 Function of information products

Question	Educational objective	Degree of difficulty
What is a “text function”? Explain the term by using an example. [546]	Ⓐ	**
What functions can technical documentation fulfill? Name 3 functions. [772]	Ⓐ	*
What is an information concept? Describe the typical components and the structure of an information concept. [784]	Ⓐ	***

### M3 1.2 Information Architecture

The information architecture specifies which contents are incorporated in the information product with which structure, which function and at what depth. The fundamental principles for the information architecture, such as target group analysis and usage situation, are evident from the context analysis.

The way in which other contents are to be integrated, e.g., into supplier’s documentation, must also be defined. Necessary meta data for managing contents must be defined.

The information architecture provides the structural and content-related concept for developing information products.

#### M3 1.2.1 Developing the information architecture

Question	Educational objective	Degree of difficulty
What is information architecture? Define the term and describe its role in technical documentation. [620]	Ⓐ	***
How do you assess an information structure? State 3 criteria in complete sentences. [1119]	Ⓐ	**
What does an information architecture define? Describe in 2 to 3 sentences. [1091]	Ⓐ	*

#### M3 1.2.2 Structuring the information

Question	Educational objective	Degree of difficulty
What are the main chapters of a technical documentation? Name 5 main chapters and describe their content in key words. [2]	Ⓐ	*
What is an information structure? Define the term and categorize it within the information development process. [278]	Ⓒ	***
Which information types for structuring technical documentation do you know? Name 4 information types and explain their communicative function. [1318]	Ⓒ	**

### M3 1.2.3 Metadata

Question	Educational objective	Degree of difficulty
What can you control by using metadata? Explain with the help of an example. [1120]	©	**
What is metadata? Define the term. [747]	Ⓐ	*
Derive 5 examples of metadata in the context of instructions for use. [1317]	©	***

### M3 1.2.4 Integration concept

#### M3 1.3 Access

Straightforward, quick access by the user is an essential prerequisite for effective, efficient use of an information product and its contents. This is why, before starting to create an information product, it is necessary to define how such access is to be made possible and what methods and technical options are to be used. It must also be ensured that the information product and its contents can be allocated to the respective product or product function in an error-free manner.

The concept for access defines accessibility and hence the usability of the information product.

#### M3 1.3.1 Retrievability of information

Question	Educational objective	Degree of difficulty
What function do page numbers fulfill in technical documentation? Describe the function and give 2 examples when page numbers are not required. [557]	Ⓐ	*
How does one construct a glossary? Describe the structure of a glossary. [1316]	©	**
In which conditions is a list of abbreviations useful? Describe 2 application scenarios. [401]	©	***

#### M3 1.3.2 Availability of information products

#### M3 1.3.3 Allocation of information to the product

## M3 2 Methods

### M3 2.1 Methods

Methods are especially important in order to standardize contents, composition and creation processes. Established methods include, e.g., controlled language, document templates or DTDs. Various technologies and software-supported processes can assist implementation and application.

The particular methods that can be applied for particular information products are defined in the methodological concept.

Information concerning standardization through terminology can be found in the separate description of the support process.

#### M3 2.1.1 Standardization methods

## M3 3 Content Management

### M3 3.1 Information flow

There are various methods of creating an information product efficiently and, in doing so, taking into account the different requirements placed on an information product as well as differences between various information products: Component-based Content Management, Information Management and Document Management.

The concept for the information flow must ensure that content and documents can be easily found and re-used.

#### M3 3.1.1 Component-based content management and modularization

Question	Educational objective	Degree of difficulty
What does “modularization” mean in the context of technical documentation? Define the term. [1048]	Ⓐ	*
Which requirements for technical documentation can be implemented by modularizing content? Name 4 requirements. [815]	Ⓐ	**
What are “versions” and “variants” in the context of content management systems? Define the terms. [834]	Ⓐ	***



## M3 4 Component-based Content Management Systems

### M3 4.1 Tools for creating content

Special-purpose tools are used for creating contents depending on the media types to be produced and the target formats.

Contents are integrated into an information product in the following media production process phase.

Question	Educational objective	Degree of difficulty
What are the advantages of content management systems? Name 4 advantages. [403]	Ⓐ	*
How does a content management system work? Name and describe 4 basic functions of such systems. [795]	Ⓐ	**
What are XML-based content management systems? Name 3 basic functions and describe their functionality. [819]	Ⓐ	***

## Mandatory Area 4: Content Creation

### Class recommendation

- Professional: 7 coins (210 hours)
- Expert: 8 coins (240 hours)

## M4 1 Information procurement and sources

### M4 1.1 Information sources

Information from in-house company or external sources is needed in order to develop an information product. It is necessary to know what sources there are and what information they can supply. The reliability of the relevant source and the quality of its information must be estimated. As a result of this process step, the sources which are available for acquiring information are known.

#### M4 1.1.1 Higher-level information

#### M4 1.1.2 Product-specific information

#### M4 1.1.3 Internal or external sources

### M4 1.2 Acquisition and selection of information

The information that is used as the basis for creating content can be obtained by using various methods. In order to design this effectively and efficiently, an implementation process must be planned and organized and the technologies that are used for this purpose must be made available.

Information thus acquired must be assessed for its relevance and selected accordingly.

This process step produces the information needed for content creation.

#### M4 1.2.1 Organizational aspects

#### M4 1.2.2 Methods

Question	Educational objective	Degree of difficulty
What is the difference between open and closed questions? [436]	Ⓐ	*
What are funnel questions and how do you use them? [1121]	Ⓐ	**
What methods do you know to document researched information? Describe one method in 2 to 3 sentences. [1122]	Ⓒ	**

### M4 1.2.3 Selection of information

Question	Educational objective	Degree of difficulty
What are the characteristics of use case-based technical documentation? Name 3 characteristics and give reasons for your answer. [1]	©	***
How do you select content for technical documentation? Name 2 principles and explain them. [766]	Ⓐ	**
What are mandatory contents and optional contents of a technical documentation? Name 3 mandatory and 3 optional contents and give reasons for your choice of contents. [767]	©	**

## M4 2 Text and tables

### M4 2.1 Concept Development

The intelligibility, acceptance and fitness for purpose of information products depend largely on the way in which their content is presented. Information products with a consistent look and uniform structure have a positive impact on users and also improve the effectiveness and efficiency with which information can be developed.

Information products can contain various types of media, e.g., graphics or audio.

A design and deployment concept in which the main underlying conditions and targets are defined must be created for each type of media. These definitions are valid for several information products as a rule. An editorial guide is a frequent form of such stipulations.

The content presentation concept defines the design of the information product in terms of media.

#### M4 2.1.1 Text design concept

Question	Educational objective	Degree of difficulty
What are the characteristics of a good list? Name 3 characteristics. [562]	Ⓐ	*
Define the term “kerning” in one sentence. [1123]	Ⓐ	**
What different format types for text processing do you know? Name 3 types and give one application example for each. [1124]	©	**

#### M4 2.1.2 Table concept

Question	Educational objective	Degree of difficulty
In which sequence do you design a table? Name 5 steps. [1125]	Ⓐ	***
Which key instruments of table design do you know? Name and describe 3 instruments. [1127]	Ⓐ	**
What are the components of a table? Name 6 components. [1128]	Ⓐ	*

### M4 2.1.3 Layout concept

Question	Educational objective	Degree of difficulty
Name 4 layout types and name one characteristic feature for each. [1129]	Ⓐ	**
Which design elements do you know? Name 5 design elements. [1130]	Ⓐ	*
What defines a design concept? Describe this in 2 to 3 sentences. [1131]	Ⓒ	**

### M4 2.1.4 Concepts for safety notes and warning messages

Question	Educational objective	Degree of difficulty
What is a safety note? Define the term. [572]	Ⓐ	*
What is a warning message? Define the term. [1315]	Ⓐ	*
Describe the difference between safety note and warning message. [1356]	Ⓐ	***
Name the signal words to indicate possible harm to persons. Why should they never be used to indicate possible damage to property? [1357]	Ⓐ	***
Which danger levels are you aware of? Name and describe the danger levels in one sentence each. [573]	Ⓒ	***

## M4 2.2 Content Creation

The contents of the information product are assembled from the procured, selected information based on the concept development approach adopted. The created contents must take into account the specific requirements imposed by the type of media used. Knowledge concerning information processing and imparting knowledge is taken into account.

The contents for the information product that is to be created are available as a result of content creation.

### M4 2.2.1 Basic principles of information processing and imparting knowledge

Question	Educational objective	Degree of difficulty
How can you verify the comprehensibility of technical documentation? Name one method and describe it. [622]	Ⓐ	*
What are the characteristics of an easy-to-read sentence? Name 4 characteristics and explain them. [748]	Ⓐ	**
How do you structure the content of an "Advance Organizer"? Describe the structure. [658]	Ⓐ	**

### M4 2.2.2 Text creation

Question	Educational objective	Degree of difficulty
What distinguishes technical documentation from a marketing brochure? Name 3 differences. [8]	Ⓐ	*
What are filler words? Describe the term by using an example and suggest appropriate ways of using filler words in technical documentation. [5]	Ⓒ	***

### M4 2.2.3 Table creation

Question	Educational objective	Degree of difficulty
What are the components of a table? Specify 2 of the most important components for organizing content. [522]	Ⓐ	*
What is the “footer” of a table? Define this briefly in one sentence. [523]	Ⓐ	*
What is the “header” of a table? Define this briefly in one sentence. [524]	Ⓐ	*

### M4 2.2.4 Creation of safety notes and warning messages

Question	Educational objective	Degree of difficulty
What are the design elements in a standards-compliant warning message? Select and name a standard and describe the design elements that it defines for warning messages. [1132]	Ⓐ	**
Where can you place warning messages? Describe 4 placement options in one sentence each. [1133]	Ⓒ	**
How can warning messages be structured in a standards-compliant manner? Describe the structure by using a concrete example. [1134]	Ⓒ	***

### M4 2.3 Tools for creating content (text and tables)

Special-purpose tools are used for creating contents depending on the media types to be produced and the target formats.

Contents are integrated into an information product in the following media production process phase.

#### M4 2.3.1 Text editors

Question	Educational objective	Degree of difficulty
What is a text editor? Describe the basic function and a meaningful use case. [1135]	Ⓐ	**
What can a text editor <u>not</u> do? Describe 3 functions that a text editor cannot perform in the context of technical documentation and offer a possible solution. [1136]	Ⓒ	***
Which properties of a text can a text editor store and which can it not store? Name 3 properties. [1137]	Ⓒ	*

#### M4 2.3.2 DTP programs

Question	Educational objective	Degree of difficulty
What is a DTP program? Describe the basic function and a meaningful use case. [1138]	Ⓐ	**
Name 3 market-dominating DTP programs for technical documentation. [1139]	Ⓐ	*
What is the difference between a text editor and a DTP program? Name and describe 3 differences. [1140]	Ⓒ	**

#### M4 2.3.3 Tools for generating PDF files

Question	Educational objective	Degree of difficulty
Which software can be used to create PDF files? Name one proprietary representative and one open source representative. [1141]	Ⓐ	*
What do you need to keep in mind when creating PDF files that are delivered digitally to customers? Name 3 aspects that are irrelevant for print files. [1314]	Ⓒ	***
How are PDF files generated? Describe the process. [1143]	Ⓒ	**

#### M4 2.3.4 Help Authoring Tools (HAT)

## M4 3 Graphics and images

### M4 3.1 Concept Creation

The intelligibility, acceptance and fitness for purpose of information products depend largely on the way in which their content is presented. Information products with a consistent look and uniform structure have a positive impact on users and also improve the effectiveness and efficiency with which information can be developed.

Information products can contain various types of media, e.g., graphics or audio.

A design and deployment concept in which the main underlying conditions and targets are defined must be created for each type of media. These definitions are valid for several information products as a rule. An editorial guide is a frequent form of such stipulations.

The content presentation concept defines the design of the information product in terms of media.

#### M4 3.1.1 Graphics concept

Question	Educational objective	Degree of difficulty
What means do you know to present information graphically? Name and describe 3 options in one sentence each. [1144]	Ⓐ	*
What are the elements of a re-usable graphic? Name the elements and discuss whether the element is optional or mandatory. [1145]	Ⓒ	***
For which purposes can you use arrows in graphics? Describe 4 use cases in one sentence each. [1146]	Ⓒ	**

#### M4 3.1.2 Image concept

Question	Educational objective	Degree of difficulty
What does image-text matching mean? Define the term. [1148]	Ⓐ	*
Which types of images do you know? Name 3 image types and describe their intended use cases in one sentence each. [1147]	Ⓒ	**
What roles can images play in technical documentation? Describe 3 different functions and their meaningful use cases. [1149]	Ⓒ	***

### M4 3.2 Content creation (Graphics and Images)

The contents of the information product are assembled from the procured, selected information based on the concept development approach adopted. The created contents must take into account the specific requirements imposed by the type of media used. Knowledge concerning information processing and imparting knowledge is taken into account.

The contents for the information product that is to be created are available as a result of content creation.

#### M4 3.2.1 Creating graphics

Question	Educational objective	Degree of difficulty
What is an exploded-view drawing? How can you integrate an exploded-view drawing into technical documentation? Define the term and explain the process in 2 to 3 sentences. [1150]	©	***
Which file formats for graphics do you know? Name 3 formats for 3 different output media. [1151]	Ⓐ	**
Which graphics data from engineering can you meaningfully use in technical documentation? Describe 2 different use cases. [1152]	©	**

#### M4 3.2.2 Creating images

Question	Educational objective	Degree of difficulty
How do you add a caption to an image in technical documentation? Name 2 criteria. [521]	Ⓐ	*
Which storage formats for images do you know? Name 2 different formats and give one advantage and one disadvantage for each. [1153]	©	**
Name and describe 3 aspects that you need to take into account when creating screenshots. [1154]	©	**



### M4 3.3 Tools for Content Creation (Graphics and Images)

Special-purpose tools are used for creating contents depending on the media types to be produced and the target formats.

Contents are integrated into an information product in the following media production process phase.

#### M4 3.3.1 Graphics and image editors

Question	Educational objective	Degree of difficulty
Which software programs for creating vector graphics do you know? Name 2 software programs. [1156]	Ⓐ	*
What are the basic functions of an image editing program? Name and describe in one sentence each 3 basic functions required for creating images in technical documentation. [1157]	Ⓒ	**
What is the basic difference between a graphics editor and image editor? Explain in 2 to 3 sentences. [1158]	Ⓒ	*

#### M4 3.3.2 Tools for recording screenshots and screen sequences

Question	Educational objective	Degree of difficulty
What do you need to keep in mind when creating screenshots in technical documentation? Name 3 requirements. [1159]	Ⓒ	*
When do you use a screencast in technical documentation? Name and describe 3 use cases. [1160]	Ⓒ	**
Which software can be used to create screencasts? Name one proprietary representative and one open source representative. [1161]	Ⓐ	**

## **M4 4 Integration and Editing**

### **M4 4.1 Content Integration**

An information project may comprise content originating from in-house and/or external sources. These contents must be edited and integrated in accordance with logical, content-related conceptual principles in order to achieve consistent presentation.

This process step produces all the contents for the information product in accordance with the requirements and conceptual specifications for media production.

#### **M4 4.1.1 In-house documentation**

#### **M4 4.1.2 Supplier's documentation**

#### **M4 4.1.3 Service provider's documentation**

#### **M4 4.1.4 Certificates and declarations**

## M4 5 Quality assurance

### M4 5.1 Quality Assurance of the Information Product Content

Created contents must undergo Quality Assurance, e.g., by checking

- Text, presentation and structure,
- Content-related and factual correctness,
- Compliance with design and editing specifications,
- Information's consistency with the product,
- Eliminated noise,
- The fact that external contents match the requirements defined from the outset.

Quality Assurance results in approved content which is suitable for use in the media production process.

#### M4 5.1.1 Basic principles of Quality Assurance

#### M4 5.1.2 Quality Assurance for text, illustrations and structure

Question	Educational objective	Degree of difficulty
Editing verifies that technical documentation complies with quality criteria. Name 4 such quality criteria. [555]	Ⓐ	*
Name and describe 5 aspects that need to be taken into account during the quality assurance of technical documentation. [1162]	Ⓐ	***

#### M4 5.1.3 Checking content is factually correct

#### M4 5.1.4 Supplier's documentation

#### M4 5.1.5 Service provider's documentation

#### M4 5.1.6 Certificates and declarations

#### M4 5.1.7 Test

#### M4 5.1.8 Approval

## M4 6 Media production for print media

### M4 6.1 Print media

Print media in the literal sense are hardcopy printed materials. However, because print production usually requires a PDF file as an intermediate step, here we will deal primarily with creating PDF files. PDF files can be used both for creating printed materials as well as for electronic publication. Depending on the printing technology used, certain requirements must be met during the media production of a printed product.

Aspects of typesetting and layout must be taken into consideration when producing a print medium. When creating a PDF, different parameters must be set depending on the display medium and output device. If the generated PDF file is delivered in electronic form, for instance, aspects such as copy protection and security as well as linking must be taken into account in the document.

This process step produces a PDF file which can be published electronically or non-electronically (e.g., printed).

#### M4 6.1.1 Typesetting and layout (DTP)

Question	Educational objective	Degree of difficulty
Name 4 elements of a design grid. [1163]	Ⓐ	*
Name 5 layout variants. [1164]	Ⓐ	*
What specifications are required to divide the available information space into a uniform grid? Name 5 specifications. [1165]	Ⓐ	***

#### M4 6.1.2 PDF generation

Question	Educational objective	Degree of difficulty
What do you have to bear in mind when screenshots will be printed? Name and describe 2 aspects. [1312]	Ⓐ	**
What is a PDF file? What is a PDF/A file? Describe the function and task of these 2 formats. [1313]	Ⓐ	*
Can you edit PDF files? Give reasons for your answer. [1168]	Ⓐ	**