



**Certified Professional Technical  
Communicator  
Foundation and Practitioner Syllabus**  
June 2024

## 1 Introduction

This syllabus is based on *Technical Communication Today* by Richard Johnson-Sheehan, Pearson Education ('the Text'), 7<sup>th</sup> edition (2023).

The primary purpose of the syllabus is to provide a basis for accreditation of people involved with technical communication. It documents the learning outcomes and describes the scope of the requirements a candidate is expected to meet to demonstrate that these learning outcomes have been achieved at the Foundation qualification level.

The target audience for this document is:

- Exam Board
- Exam Panel
- APMG Assessment Team
- Accredited Training Organizations.

This syllabus informs the design of the exams and provides accredited training organizations with a more detailed breakdown of what the exams will assess. Details on the exam structure and content are documented in the CPTC Foundation Design.

## 2 Foundation Qualification

### 2.1 Purpose of the Foundation Qualification

The purpose of the Foundation qualification is to measure whether a candidate has sufficient knowledge and comprehension of the Technical Communication text to act as an informed member of a technical writing or a technical communication team within their professional work or in their organization. The Foundation qualification is also a pre-requisite for the Practitioner qualification.

### 2.2 Target Audience

Entry-level individuals who are involved in technical communication and informational projects or products, who require a working knowledge of the key principles of technical communication, and who need to know the terminology used and some of the theory behind the practice.

The CPTC Foundation qualification is complementary to all APMG disciplines. It is particularly relevant to those qualifications where the preparation of proposals, technical specifications, technical documentation, brief reports or formal reports is an important element of the qualification.

### 2.3 High Level Performance Definition of a Successful Foundation Candidate

The successful candidate should be able to recall, recognize, and demonstrate comprehension of the theories, concepts, models, genres, and approaches outlined in 9 key areas. Specifically (s)he should be able to:

#### *Project Planning*

- Describe strategic planning in a technical communication context.
- Describe the writing process and how this and genres guide the planning of the team's work.
- Explain the importance of tracking the progress of the team's work and how specific technical genres can help with this.

#### *Project Analysis*

- Explain how to develop a reader profile and the implications of working with global audiences.
- Discuss how to map information needs to the audience.
- Discuss how to analyze the context in which readers will use an information product.

#### *Content Development*

- Describe the function of technical communication genres.
- Describe the steps and explain the activities typically undertaken in a good technical communication research process.
- Explain the importance of copyright laws as applied to print and electronic documents.
- Discuss methods of primary and secondary research and how and why sources are documented.

#### *Organizational Design*

- Discuss how patterns of arrangement can help you organize information logically.
- Explain how to use genres to outline and organize documents.

#### *Written Communication*

- Explain the guidelines for writing plain sentences and paragraphs.
- Explain when and how to use plain and persuasive styles.
- Explain rhetorical moves for writing content for introductions, body sections, and conclusions.

#### *Visual Communication*

- Explain the use of templates, symbols and visual styles in developing effective visual communication.
- Discuss the five design principles and how these are used, including adapting them for digital and electronic products.
- Discuss special considerations for designing visuals for a presentation.

#### *Reviewing and Editing*

- Describe the levels of editing and how they are applied to technical documents.
- Describe the different types of usability testing in the review process.
- Recall common proofreading practices.

#### *Content Management*

- Discuss techniques and practices of collaborative writing, content strategy and managing the content of information products.

#### *Production Delivery*

- Discuss the importance of checking final production deliverables against project outcomes and how this is approached.

### 3 Practitioner Qualification

#### 3.1 Purpose of the Practitioner Qualification

The purpose of the Practitioner qualification is to confirm whether the candidate has achieved sufficient understanding of how to apply and analyze Technical Communication guidance in a given organizational communications situation. A successful Practitioner candidate should, with suitable direction, be able to start applying the Technical Communication approaches and techniques to a real technical communication project but may not be sufficiently skilled to do this individually for all situations. Their Technical Communication expertise, complexity of the communications scenario, and the support provided for the use of Technical Communication approaches in their work environment will all be factors that impact what the Practitioner can achieve.

#### 3.2 Target Audience

Technical Communicators and aspiring communications managers at the journeyman level (autonomous or semi-autonomous). The qualification is also relevant to other staff involved in the design, development, and delivery of technical communication products and services, including: team leaders and stakeholders, team supports (e.g. subject matter experts), and technical writers and editors.

#### 3.3 High Level Performance Definition of a Successful Practitioner Candidate

The successful candidate should be able to understand and apply technical communication concepts, guidelines and processes, to offer relevant insights and ideas that can aid decision taking.

Specifically candidates should be able to:

- Plan and manage the work of technical communication teams
- Identify the different types of readers and develop reader profiles
- Define a research subject, formulate research question and develop a research methodology
- Triangulate evidence, document sources and appraise evidence for an information product
- Identify suitable content for an information product and organize the content of the product in the recommended pattern of arrangement for that product
- Identify changes required to improve the writing style of a technical communication
- Identify suitable graphics to present in a given set of data
- Identify suitable changes to improve the visual design of an information product
- Make edits to an information product appropriate for the required level of editing
- Propose an approach for usability testing an information product
- Propose appropriate Internet solutions for workplace communications.

Candidates should be able to assist in evaluating options and be able to defend their reasoning for communication choices. They should be able to advise on how to adapt their recommendations for transcultural audiences.

### 4 Assessment Model

Each learning outcome in the High Level Performance Definition requires the candidate to demonstrate specific knowledge and skills. For each learning outcome a number of learning outcome measures have been identified. These are evaluated in the examination, in accordance with the Examination Design, to confirm that the learning outcome has been achieved. These learning outcome measures are shown as syllabus topics and define the scope of the standard required to achieve the qualification.

A classification widely used when designing assessments for certification and education is the Bloom's Taxonomy of Educational Objectives. This classifies learning objectives into six ascending learning levels, each defining a higher degree of competencies and skills. (Bloom et al, 1956, Taxonomy of Educational Objectives).

APMG have incorporated this into a Learning Outcomes Assessment Model that is then used to develop each qualification's Assessment Model. The model provides a simple and systematic means for assessing and classifying the learning outcome measures.

This structured approach helps to ensure:

- The appropriate level is identified for a qualification
- A clear delineation in learning level content between different qualifications
- Wording is standardized and syllabi are presented consistently across APMG's qualification portfolio
- Exam questions and papers are consistent in their design.

The Foundation qualification examines at levels 1 (recall) and 2 (understand).  
The Practitioner qualification tests at levels 2 (understand), 3 (apply) and 4 (analyse).

<b>CPTC Assessment Model</b>				
	<b>1. Recall</b>	<b>2. Understand</b>	<b>3. Apply</b>	<b>4. Analyse</b>
<b>APMG Learning Level Definition</b>	<i>Remember previously learned information</i>	<i>Grasp the meaning and make sense of information</i>	<i>Use information to perform a skill or task</i>	<i>Identify whether information has been used appropriately according to the rules and guidance</i>
<b>Generic APMG Headers</b>	Recall terms and key facts about concepts, principles and procedures from the reference material	Understand key facts, concepts, principles and procedures from the reference material	Apply key facts, concepts, principles and procedures to a given scenario	Differentiate between appropriate and inappropriate use of the reference material in a given scenario
<b>Qualification Example</b>	Recall terms and key facts relating to the syllabus area	Understand key concepts, strategies, guidelines, principles, activities and techniques relating to the syllabus area	Apply key concepts, strategies, guidelines, principles, activities and techniques relating to the syllabus area to a given scenario	Differentiate between appropriate and inappropriate use of key concepts, strategies, guidelines, principles, activities and techniques within the context of a given scenario

## 5 Qualification Scope

The definition of scope for each qualification is presented in the syllabus tables at the end of this document. Each syllabus area is a unit of learning that relates to the reference material or training course module.

The following syllabus areas are identified:

<b>Syllabus Area Code</b>	<b>Syllabus Area Title</b>
PP	Project Planning and Technical Communication
PA	Project Analysis and Developing a Reader Profile
CD	Content Development
OD	Organizational Design
WC	Written Communication
VC	Visual Communication
RE	Reviewing and Editing
CM	Content Management
PD	Production and Delivery

## 6 Syllabus Presentation

For each syllabus area, the learning outcome measures are presented in order of learning level and are introduced by a standard header. There is only one header at each learning level for each syllabus area. The wording in this header is derived from the Assessment Model. Each measure is specific to a learning level.

A tick shows the scope of each examination in the respective column to the right of the topic description.

**Practitioner qualification requirements are a summation of the Foundation and Practitioner learning outcome measures.** All Foundation level requirements are required for Practitioner level but are assumed to have been met and are not directly assessed again, although Foundation level knowledge and understanding will be used when demonstrating Practitioner application and analysis learning outcomes.

Each of the syllabus areas is presented in a similar format as follows:

Syllabus Area Code		Syllabus Area :	Foundation	Practitioner	Primary References
PA [2]		<b>STC Syllabus Area: Project Analysis [1]</b>			
Level	Topic				
<b>Understand the concepts, guidelines and techniques used when developing a reader profile. : [3]</b>					
<b>Specifically to identify</b>					
02 [4]	01 [5]	[6] Why and how reader profiles are used: 1. Their importance for technical communication 2. The three steps for creating a reader profile	[7] ✓		[8] 1. p22-25, 29-30 2. p24-29
02	02				

### Key to the Syllabus Area table

- |   |  |   |
|---|--|---|
| 1 | Syllabus Area  | Unit of learning, e.g. course module, key activity area or section of the reference guide.  |
| 2 | Syllabus Area Code                                       | A unique 2 character code identifying the syllabus area.  |
| 3 | Learning Level Header                                    | Header introducing the syllabus topics ( <i>learning outcome measures</i> ) for a given learning level.                                 |
| 4 | Level  | Learning level of the learning outcome measure.   |
| 5 | Topic Reference  | Number of the topic within the learning level.  |
| 6 | Topic Description<br>( <i>Learning Outcome Measure</i> ) | Precise and specific description of what is required of the candidate to demonstrate that a learning outcome has been achieved.         |
| 7 | Foundation/Practitioner                                  | Shows at which qualification level the topic <b>is assessed</b> .<br><b>Note: A measure is only applied at one qualification level.</b> |

8	Primary Reference	The main reference supporting the learning outcome measure.
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## 7 Important Points

The following points about the use of the syllabus should be noted.

### 7.1 Text References

The Text references provided should be considered to be indicative rather than comprehensive, i.e. there might be other valid references within the guidance.

### 7.2 Updated Terminology

For candidates studying from the 5<sup>th</sup> or 6<sup>th</sup> edition of *Technical Communication Today*, please note the following changes to terms used in the 7<sup>th</sup> edition:

- Activity Reports (5<sup>th</sup> edition) are now Brief Reports (6<sup>th</sup> & 7<sup>th</sup> edition)
- Analytical Reports (5<sup>th</sup> & 6<sup>th</sup> edition) are now Formal Reports (7<sup>th</sup> edition)

Syllabus Area Code		Syllabus Area:	Foundation	Practitioner	Primary References (6 <sup>th</sup> edition)	Primary References (7 <sup>th</sup> edition)
PP		Project Planning and Technical Communication				
Level	Topic					
<b>Recall key terms and facts about planning and managing the work of technical communication teams</b> <b>Specifically to recall:</b>						
01	01	The five stages of the technical writing process and how they are followed: <ul style="list-style-type: none"> <li>• Planning and Researching</li> <li>• Organizing and Drafting</li> <li>• Improving Style</li> <li>• Designing</li> <li>• Revising and Editing</li> </ul>	✓		p4	p4
<b>Understand the key concepts and techniques used when planning and managing the work of technical communication teams</b> <b>Specifically to identify:</b>						
02	01	How to strategically plan the work of a technical communication team and the sequence in which they are undertaken, specifically: <ol style="list-style-type: none"> <li>1. Setting objectives</li> <li>2. Creating a task list</li> <li>3. Developing a timeline</li> </ol>	✓		p48-56, 358-361	p402-405
02	02	The importance of tracking progress and how brief reports, specifically progress and status reports, can help with this.	✓		p285, 296	p286, 296-297
<b>Apply key concepts, guidelines and techniques for planning and managing the work of technical communication teams for a given scenario</b> <b>Specifically to identify:</b>						
03	01	The planning approach and writing process a technical communication team should follow and how the work should be managed (As identified in PP0101, PP0201, PP0202)		✓	p4 p48-56, 285, 296 358-361	p4, 286, 296-297, 402-405
<b>Differentiate between appropriate and inappropriate use of key terms and facts for planning and managing the work of technical communication teams for a given scenario</b> <b>Specifically to analyze with reasons whether:</b>						
04	01	The planning approach and writing process a technical communication team is following, and the way the work is being managed is appropriate (As identified in PP0101, PP0201, PP0202)		✓	p4- 11 p48-56, 285, 296 358-361	p4-11, 286, 296-297, 402-405



Syllabus Area Code		Syllabus Area:	Foundation	Practitioner	Primary References (6 <sup>th</sup> edition)	Primary References (7 <sup>th</sup> edition)
PA		Project Analysis and Developing a Reader Profile				
Level	Topic					
<b>Recall key terms and facts about the concepts and techniques for developing a reader profile.</b>						
<b>Specifically to recall:</b>						
01	01	Key facts about readers and reader profiles 1. What a reader profile is 2. The names of the four types of readers • Primary • Secondary • Tertiary • Gatekeepers	✓		1. p24 2. p24-25	1. p24 2. p24-25
01	02	How readers and contexts are defined: 1. Three aspects that determine how readers make decision • Needs • Values • Attitudes 2. Four contexts of document use • Physical • Economic • Mobile • Ethical	✓		1. p23, 27 2. p27-29	1. p23, 26-27 2. p27-29
01	03	How to work with global audience 1. The five helpful strategies 2. Four aspects of a document that may need to be adjusted	✓		p30-40	p30-40
<b>Understand the concepts, guidelines and techniques used when developing a reader profile.</b>						
<b>Specifically to identify:</b>						
02	01	Why and how reader profiles are used: 1. Their importance for technical communication 2. The three steps for creating a reader profile	✓		1. p22-25, 29-30 2. p24-29	1. p22-25, 29-30 2. p24-29
02	02	How to identify readers: 1. The role of each of the four types of readers 2. The guidelines on readability and readers' preferences	✓		p12-13, 24-25	p12-13, 24-25
02	03	The techniques used when developing a reader profile: 1. How reader analysis is used to identify readers' needs, values, and attitudes 2. How context analysis is used to identify the contexts in which readers use documents	✓		p26-29	p26-29
<b>Apply key concepts, guidelines and techniques when developing a reader profile for a given scenario</b>						
<b>Specifically to identify:</b>						
03	01	The types of readers of a technical communication product (As identified in PA0202)	✓		p24-25	p24-25

03	02	The approach to use to develop a reader profile (As identified in PA0201 and PA0203)	✓	p12-13, p22-30	p12-13, 22-30
03	03	Suitable content for a reader profile (As identified in PA0203)	✓	p26-29	p26-29
<b>Differentiate between appropriate and inappropriate use of concepts, guidelines and techniques when developing a reader profile for a given scenario</b>					
<b>Specifically to analyze with reasons whether:</b>					
04	01	The types of readers for a technical communication product are appropriately identified (As identified in PA0202)	✓	p24-25	p24-25
04	02	The approach used to develop the reader profile and the proposals for its use is appropriate for the given technical communication (As identified in PA0201 and PA0203)	✓	p12-13, p22-30	p12-13, 22-30
04	03	The content of a reader profile is appropriate for a given technical communication (As identified in PA0203)	✓	p26-29	p26-29

Syllabus Area Code		Syllabus Area:	Foundation	Practitioner	Primary References (6 <sup>th</sup> edition)	Primary References (7 <sup>th</sup> edition)
CD		Content Development				
Level	Topic					
<b>Recall key terms and facts about developing the content of information products</b>						
<b>Specifically to recall:</b>						
01	01	What technical genres are and how they are used	✓		p1-4	p1-4
01	02	The sources used for research and the different kinds of evidence 1. The different types of primary and secondary sources of evidence 2. The three kinds of evidence solid research draws on: <ul style="list-style-type: none"> <li>• Electronic</li> <li>• Print</li> <li>• Empirical</li> </ul>	✓		1. p390-391 2. p397	1. p437-438 2. p443
<b>Recall key terms and facts about developing the content of information products</b>						
<b>Specifically to recall:</b>						
02	01	The types of communication situation each technical genre is typically used for and its typical content: <ol style="list-style-type: none"> <li>1. Letter, Memos and E-mail</li> <li>2. Technical Descriptions and Specifications</li> <li>3. Instructions and Documentation</li> <li>4. Proposals</li> <li>5. Brief Reports</li> <li>6. Formal Reports</li> </ol>	✓		p143, 181, 207, 247, 286, 310	p144, 184, 209, 249, 287, 312
02	02	How to define the research subject, specifically the use of: <ol style="list-style-type: none"> <li>1. Concept maps</li> <li>2. Angles</li> </ol>	✓		p392-394	p438-440
02	03	How to formulate research questions	✓		p394	p440
02	04	How to develop a research methodology, specifically: <ol style="list-style-type: none"> <li>1. The activities involved:  <ul style="list-style-type: none"> <li>• Mapping out a Methodology</li> <li>• Describing a Methodology</li> <li>• Using and Revising Your Methodology</li> </ul> </li> <li>2. The use of Concept maps to sketch out the methodology</li> </ol>	✓		p395-397	p441-443
02	05	What empirical evidence is	✓		p401-404	p447-448
02	06	The importance of triangulation	✓		p404-405	p448-451
02	07	How to appraise evidence to ensure its reliability and avoid plagiarism (including patchwriting).	✓		p413-416	p460-463
02	08	How sources are documented, specifically: <ol style="list-style-type: none"> <li>1. When sources should be cited and the advantages of doing this</li> <li>2. The use of in-text citations and a References list</li> <li>3. The availability and use of different citation styles</li> </ol>	✓		p409-412, 640-641	p456-459, 670-671
02	09	The concepts of: <ol style="list-style-type: none"> <li>1. Copyright</li> <li>2. Trademarks</li> </ol> and how laws for protecting intellectual property in the digital age are evolving	✓		p87-90	p86-87

<b>Apply key concepts, activities and techniques when developing the content of information products for a given scenario</b> <b>Specifically to identify:</b>					
03	01	The approach for defining the research subject, formulating the research question and develop a research methodology for an information product (As identified in CD0202 – CD0204)	✓	p392-397	p438-443
03	02	The approach for triangulating the evidence, documenting sources and appraising evidence for an information product (As identified in CD0205 – CD0208)	✓	p401-412	p447-459
<b>Differentiate between appropriate and inappropriate use of concepts, activities and techniques used when developing the content of information products for a given scenario</b> <b>Specifically to analyze with reasons whether:</b>					
04	01	The approach to defining the research subject, formulating the research question and develop a research methodology is appropriate for an information product (As identified in CD0202 – CD0209)	✓	p392-397	p438-443
04	02	The approach for triangulating the evidence, documenting sources and appraising evidence is appropriate for an information product (As identified in CD0205 – CD0208)	✓	p401-412	p447-459

Syllabus Area Code		Syllabus Area:	Foundation	Practitioner	Primary References (6 <sup>th</sup> edition)	Primary Reference (7 <sup>th</sup> edition)
OD		Organizational Design				
Level	Topic					
<b>Recall key terms and facts about the organization and drafting of information products</b>						
<b>Specifically to recall:</b>						
01	01	Introduction of a document 1. The six opening moves 2. How to organize the opening moves	✓		1. p426-428 2. p428	1. p474-476 2. p476
01	02	The major patterns of arrangement for the body of a document and how they are used	✓		p428-431	p479-489
01	03	The five closing moves in a conclusion	✓		p431-443	p489-490
01	04	Typical patterns for organizing each of the six technical genres: 1. Letter, Memos and E-mail 2. Technical Descriptions and Specifications 3. Instructions and Documentation 4. Proposals 5. Brief Reports 6. Formal Reports	✓		p143, 181, 207, 247, 286, 310	p144, 184, 209, 249, 287, 312
<b>Understand the concepts and techniques used when organizing and drafting information products</b>						
<b>Specifically to identify:</b>						
02	01	<i>Note: Not used for the Foundation qualification</i>				
<b>Apply key concepts, activities and techniques for organizing and drafting the content of information products for a given scenario</b>						
<b>Specifically to identify:</b>						
03	01	Suitable content for an information product and the section in which that content should occur, according to the recommended pattern of arrangement for that technical genre (As identified in OD0101 to OD0104)		✓	p143, 181, 207, 247, 286, 310, 426-443	p144, 184, 209, 249, 287, 312, 474-490
<b>Differentiate between appropriate and inappropriate use of concepts, activities and techniques when organizing and drafting the content of information products for a given scenario</b>						
<b>Specifically to analyze with reasons whether:</b>						
04	01	Whether a given information product has an appropriate organization and content for its recommended technical genre (As identified in OD0101 to OD0104)		✓	p143, 181, 207, 247, 286, 310, 426-443	p144, 184, 209, 249, 287, 312, 474-490

Syllabus Area Code <b>WC</b>		Syllabus Area: <b>Written Communication</b>	Foundation	Practitioner	Primary References (5 <sup>th</sup> edition)	Primary Reference (7 <sup>th</sup> edition)
Level	Topic					
<b>Recall key terms and facts about composing content and communicating in the written form</b>						
<b>Specifically to recall:</b>						
01	01	Key facts about writing plain sentences: 1. The eight guidelines for writing plain sentence 2. The four types of sentences used in paragraphs	✓		1. p456 2. p458	1. p499-500 2. p506-508
01	02	Key facts about the different writing styles 1. When it is appropriate to use plain writing style 2. When it is appropriate to use persuasive writing style 3. The differences between the plain and persuasive writing styles 4. The four persuasion techniques: <ul style="list-style-type: none"> <li>• Elevate the tone</li> <li>• Use similes and analogies</li> <li>• Use metaphors</li> <li>• Change the pace</li> </ul>	✓		1. p450 2. p450 3. p471 4. p465-471	1. p499 2. p499 3. p519-520 4. p514-519
					1.	1. p
<b>Understand the concepts, strategies, guidelines and techniques used when composing content and communicating in the written form</b>						
<b>Specifically to identify</b>						
02	01	How to use the strategies for writing plain paragraphs: 1. Using the four types of sentences 2. Aligning sentence subjects in a paragraph 3. Using the “given/new” method	✓		p460-463	p508-512
02	02	How to use each of the four persuasion techniques: 1. Elevate the tone 2. Use Similes and Analogies 3. Use Metaphor 4. Change the Pace	✓		p465-471	p514-519
<b>Apply the concepts, strategies, guidelines and techniques used when composing content and communicating in the written form in a given scenario</b>						
<b>Specifically to identify:</b>						
03	01	Changes to be made to a technical communication to improve the communication’s writing style using the techniques for writing in plain and persuasive styles  (As identified in WC0201 and WC0202)		✓	p460-471	

<b>Differentiate between appropriate and inappropriate use of concepts, activities and techniques when organizing and drafting the content of information products for a given scenario</b>						
<b>Specifically to analyze with reasons whether:</b>						
04	01	Changes proposed to a technical communication, using the techniques for writing in plain and persuasive styles, will improve the communication's writing style (As identified in WC0201 and WC0202)		✓	p460-471	p508-519

Syllabus Area Code		Syllabus Area:	Foundation	Practitioner	Primary References (6 <sup>th</sup> edition)	Primary Reference (7 <sup>th</sup> edition)
VC		Visual Communication				
Level	Topic					
<b>Recall key terms and facts about visual communication principles and practices</b>						
<b>Specifically to recall:</b>						
01	01	Key facts about visual design: <ol style="list-style-type: none"> <li>1. The five principles of visual design</li> <li>2. Why good visual design is important for technical communication</li> <li>3. The four different visual design considerations for culturally shallow documents</li> </ol>	✓		1. p477-478 2. p502-503 3. p500-502	1. p527-528 2. p553-554 3. p550-553
01	02	The four guidelines for using graphics in documents	✓		p508-513	p559-564
01	03	The special considerations that apply when working with visuals in a presentation: <ul style="list-style-type: none"> <li>• Choosing formats</li> <li>• Choosing fonts</li> <li>• Using graphics</li> </ul>	✓		p576-578	p629-632
<b>Understand the principles and practices used when creating visual communications</b>						
<b>Specifically to identify:</b>						
02	01	The visual design principle of balance <ol style="list-style-type: none"> <li>1. How it is it is used to enhance readability of information products</li> <li>2. How to use page grids to create a balanced layout</li> </ol>	✓		p478-486	p528-536
02	02	The visual design principle of alignment and how it is used to add visual structure to information products	✓		p486-487	p536-537
02	03	The visual design principle of grouping and how it is used to add visual structure to information products	✓		p487-492	p537-542
02	04	The visual design principle of consistency and how it is used to enhance the readability of information products	✓		p492-497	p543-549
02	05	The visual design principle of contrast and how it is used to enhance the readability of information products	✓		p497-499	p549-550
02	06	How to visually design for global audiences: <ol style="list-style-type: none"> <li>1. Culturally deep design considerations</li> <li>2. Culturally shallow design considerations</li> <li>3. The guidelines for using symbols</li> </ol>	✓		p500, 501, 524-526	p550, 551, 576-578
02	07	How to use graphics appropriately. Specifically for each graphic type, how data is displayed and what the graphic is best used for: <ol style="list-style-type: none"> <li>1. Line</li> <li>2. Bar chart</li> <li>3. Table</li> <li>4. Pie chart</li> <li>5. Flow chart</li> <li>6. Gantt chart</li> </ol>	✓		p513-520	p565-571
02	08	When to use pictures/photos and drawings in technical communications	✓		p520-524	p571-576



02	09	The factors influencing the choice of presentation technology	✓	p560-563	P614-617
<b>Apply visual communication principles and practices when creating an information product for a given scenario</b> <b>Specifically to identify:</b>					
03	01	When it would be appropriate to use a graphic and identify suitable graphics to present a set of given data (As identified in VC0102, VC0103 and VC0207)	✓	p508-520 p576-578	p559-576, 629-632
03	02	Changes needed to a given information product to improve its visual design (As identified in VC0201 – VC0205)	✓	p478-499	p527-550
03	03	How to improve the visual design of a given information product for use with a global audience (As identified in VC0206, VC0208)	✓	p500,501 p520-526	p550-551, 571-578
<b>Differentiate between appropriate and inappropriate use of visual communication principles and practices when creating an information product for a given scenario</b> <b>Specifically to analyze with reasons whether:</b>					
04	01	The proposed use of a graphic complies with the four guidelines for graphics and evaluate the strengths and limitations of the chosen graphic (As identified in VC0102, VC0103 and VC0207)	✓	p508-520 p576-578	p559-576, 629-632
04	02	The use of visual design principles in a given information product is appropriate for the target audience, purpose, readers and context of use (As identified in VC0201 – VC0205)	✓	p478-499	p527-550
04	03	The visual design of a given information product is appropriate for use with a global audience (As identified in VC0206, VC0208)	✓	p500,501 p520-526	p550-551, 571-578

Syllabus Area Code		Syllabus Area: Reviewing and Editing	Foundation	Practitioner	Primary References (6 <sup>th</sup> edition)	Primary References (7 <sup>th</sup> edition)
RE						
Level	Topic					
<b>Recall key terms and facts about the reviewing and editing of information products</b> <b>Specifically to recall:</b>						
01	01	Key facts about editing a document: 1. The names of the four levels of editing 2. How to determine the appropriate level of edit for a document	✓		p531-532	p583-584
01	02	The importance of: 1. Document cycling 2. Usability testing	✓		p545-546	p599-600
01	03	Key facts about usability testing: 1. The types of usability testing used in evaluating technical writing products 2. The four questions used to help design usability tests	✓		p546-547	p600-601
01	04	The common copyediting symbols and what they mean	✓		p547, Fig 19.9	p600, Fig 20.12
<b>Understand the concepts and guidelines used when reviewing and editing information products</b> <b>Specifically to identify:</b>						
02	01	The focus of Level 1 editing: revising and the guidelines to apply	✓		p532-534	p585-587
02	02	The focus of Level 2 editing: substantive editing and the guidelines to apply	✓		p534-536	p587-589
02	03	The focus of level 3 editing: copyediting and the guidelines to apply	✓		p536-538	p589-592
02	04	The focus of level 4 editing: proofreading and the guidelines to apply	✓		p538-541	p592-595
02	05	How different usability tests are conducted: 1. Read-and-Locate 2. Understandability tests 3. Performance tests 4. Safety tests	✓		p547-549	p601-602
02	06	The common grammatical errors found in technical documents	✓		p539 Fig 19.5	p593 Fig 20.5
02	07	The guidelines for creating and editing global technical documents (according to Leininger and Yuan)	✓		p544-545	p596-599
<b>Apply the concepts and guidelines used when reviewing and editing information products for a given scenario</b> <b>Specifically to identify:</b>						
03	01	The edits required when completing the different levels of editing on an information product: <ul style="list-style-type: none"> <li>• Level 1 editing</li> <li>• Level 2 editing</li> <li>• Level 3 editing</li> <li>• Level 4 editing</li> </ul> (As identified in RE0201 – RE0204)		✓	p532-541	p585-595

03	02	The approach to usability tests for an information product (As identified in RE0205)		✓	p547-549	p601-602
		<b>Differentiate between appropriate and inappropriate use of concepts and guidelines when reviewing and editing information products for a given scenario</b> <b>Specifically to analyze with reasons whether:</b>				
04	01	The edits to an information product are appropriate for the required level of editing: <ul style="list-style-type: none"> <li>• Level 1 editing</li> <li>• Level 2 editing</li> <li>• Level 3 editing</li> <li>• Level 4 editing</li> </ul> (As identified in RE0201 – RE0204)		✓	p532-541	p585-595
04	02	The approach to usability tests is appropriate for an information product (As identified in RE0205)		✓	p547-549	p601-602

Syllabus Area Code		Syllabus Area:	Foundation	Practitioner	Primary References (6 <sup>th</sup> edition)	Primary References (7 <sup>th</sup> edition)
CM		Content Management				
Level	Topic					
<b>Recall key terms and facts about team communication and collaboration, and managing the content of information products</b>						
<b>Specifically to recall:</b>						
01	01	The four stages of forming a work team and their sequence (according to Tuckman)	✓		p48-49	p48-49
<b>Understand the concepts, principles and techniques used when communicating and collaborating in teams, and managing the content of information products</b>						
<b>Specifically to identify:</b>						
02	01	The five techniques that are commonly used for generating new ideas: <ul style="list-style-type: none"> <li>1. Concept mapping</li> <li>2. Brainstorming</li> <li>3. Freewriting</li> <li>4. Outlining/Boxing</li> <li>5. The Five W and How Questions</li> </ul>	✓		p354-358	p397-401
02	02	How to collaborate effectively in technical writing teams: <ul style="list-style-type: none"> <li>1. The responsibilities of each of the four typical roles in a technical writing team</li> <li>2. What happens to collaborative technical writing teams in each of the different stages of Tuckman's team building process</li> <li>3. The strategies for managing successful virtual collaborations</li> <li>4. How to improve the quality on a collaborative writing team <ul style="list-style-type: none"> <li>a. quality feedback loops</li> <li>b. measuring outcomes against "metrics"</li> <li>c. team performance reviews</li> </ul> </li> </ul>	✓		p48-65	p48-66
<b>Apply concepts, principles and techniques used when communicating and collaborating in teams, and managing the content of information products for a given scenario</b>						
<b>Specifically to identify:</b>						
03	01	The approach for improving quality and working collaboratively in a team (As identified in CM0202)		✓	p48-65	p48-66
<b>Differentiate between appropriate and inappropriate use of concepts, principles and techniques used when communicating and collaborating in teams, and managing the content of information products for a given scenario</b>						
<b>Specifically to analyze with reasons whether:</b>						
04	01	The approach for improving quality and working collaboratively in a team is appropriate (As identified in CM0202)		✓	p48-65	p48-66

**Note:** For the purpose of the Practitioner exam (CM0301 and CM0401) will be included with the Syllabus Areas Project Planning and Project Analysis

**Commented [HP1]:** Depending on changes above, these references might need to be amended to CM0301 and CM0401.

**Commented [CB2R1]:** Yes, agreed.

Syllabus Area Code		Syllabus Area:	Foundation	Practitioner	Primary References (6 <sup>th</sup> edition)	Primary Reference (7 <sup>th</sup> edition)
PD		Production and Delivery				
Level	Topic					
<b>Recall key terms and facts about the production and delivery of information products</b>						
<b>Specifically to recall:</b>						
01	01	<i>No topics currently for this learning level</i>				
<b>Understand the concepts and techniques used when producing and delivering information products</b>						
<b>Specifically to identify:</b>						
02	01	The importance of outcomes and deliverables for production and delivery. Specifically: <ul style="list-style-type: none"> <li>1. The relationship between project outcomes and final production deliverables</li> <li>2. The importance of setting objectives for deliverables to effectively measure outcomes</li> </ul>	✓		p50	p50
		No separate level 03 and 04 topics for this – application and analysis is assessed as part of PP0301 and PP0401				