22203VIC

Certificate IV in Professional Writing and Editing

1 January 2013 – 31 December 2017

22203VIC Accreditation extended to: 30 June 2019

Version 2

This course has been accredited under Part 4.4 of the Education and Training Reform Act 2006.

Accredited for the period: 1 January 2013 to 31 December 2017
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22203VIC Certificate IV in Professional Writing and Editing

Modification History

Version	Date	Details
2	June 2018	Course accreditation extended to 30th June 2019.
2	October 2017	Course accreditation extended to 31st December 2018.
2	April 2013	Correction of administrative errors: • *BSBIPR401A Use and respect copyright* removed from CORE and replaced with *CUFCMP301A Implement copyright arrangements*. • Nominal duration for the course amended to be 555 - 820 hours.
1	1 January 2013	Initial release

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Section A: Copyright and course classification information

1.	**Copyright owner of the course**	Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Education and Early Childhood Development) 2012. Day-to-day contact: Curriculum Maintenance Manager – Human Services Swinburne University of Technology Telephone: 03 9214 8501 Email: cmmhs@swin.edu.au
2.	**Address**	Curriculum Maintenance Manager – Human Services Swinburne University of Technology John Street HAWTHORN Victoria 3122
3.	**Type of submission**	Re-accreditation This course will replace the accredited course: *21674VIC – Certificate IV in Professional Writing and Editing*
4.	**Copyright acknowledgement**	Published by the Department of Education and Early Childhood Development, Victoria © State of Victoria Email: course.enquiry@edumail.vic.gov.au Telephone: (03) 9637 3092 This work is copyright. It may be reproduced in whole or in part for study or training purposes, subject to the inclusion of an acknowledgement of the source. The following endorsed units of competency have been imported into the course from the following Training Packages, with the permission of the Department of Education, Employment and Workplace Relations (DEEWR), the copyright holder on behalf of the Commonwealth of Australia. © Commonwealth of Australia **BSB07 – Business Services:** BSBDIV301A Work effectively with diversity BSBITU303A Design and produce text documents BSBITU306A Design and produce business documents BSBITU309A Produce desktop published materials BSBPUB403A Develop public relations documents BSBSMB305A Comply with regulatory, taxation and insurance requirements for the micro-business BSBSMB306A Plan a home-based business **CUF07 – Screen and Media:** CUFCMP301A Implement copyright arrangements CUFRES401A Conduct research CUFWRT301A Write content for a range of media CUFWRT403A Write narration and current affairs material **CUV11 – Visual Arts Craft and Design:**

CUVPRP301A Produce creative work
CUVPRP401A Realise a creative project
CUVPRP405A Develop and discuss ideas for own creative work
CUVRES401A Research history and theory to inform own arts
            practice

ICA11 - Information and Communications Technology:
ICAWEB420A Write content for web pages
ICAICT408A Create technical documentation

5. Licensing and franchise	Requests for use should be addressed to: Department of Education and Early Childhood Development Higher Education and Skills Group Executive Director Sector Operations PO Box 266 Melbourne VIC 3001 Copies of this publication can be downloaded free of charge from the Department of Education and Early Childhood Development website here.	
6. Course accrediting body	Victorian Registration and Qualifications Authority Level 6, 35 Spring Street Melbourne, Victoria 3000 Telephone: 03 9637 2806 Email: vrqa@edumail.vic.gov.au The VRQA website can be found here	
7. AVETMISS information	**ANZSCO** [Australian and New Zealand Standard Classification of Occupations]	212211 Author
	ANSZIC code (Australia and New Zealand Standard Industrial Classification – industry type)	9242 – Creative Arts
	ASCED Code – 4 digit (Field of Education)	1007 – Communication and Media Studies
	National course code	22203VIC
8. Period of accreditation	1 January 2013 – 31 December 2017	

Section B: Course information

1. Nomenclature	Standard *1 for Accredited Courses*
1.1 Name of the qualification	22203VIC Certificate IV in Professional Writing and Editing
1.2 Nominal duration of the course	555-820 hours
2. Vocational or educational outcomes of the course	*Standard 1 for Accredited Courses* Successful completion of the 22203VIC Certificate IV in Professional Writing and Editing will enable the participant to provide a range of professional writing and proofreading services.
3. Development of the course	*Standards 1and 2 for Accredited Courses*
3.1 Industry /enterprise/ community needs	Higher Education Skills Group has funded a project to re-accredit the *21674VIC Certificate IV in Professional Writing and Editing.* The existing course is very popular. It is delivered by 18 TAFE Institutes and 4 Community providers. Many of the students are undertaking the course for a new career direction. Others undertake the course for personal interest. As a result the current course provides for the development of professional writing skills, with writing in a variety of 'creative' fields including fiction, non-fiction, poetry and children's literature. Research indicates that there is a demand for technical and professional writers (Refer: *The Writing Industry* – Theresa Cannon). Technical and professional writers work in almost every field of industry and public life, including high technology industries, business, government and research and non-profit organisations. The careers available to graduates include multi-media communication, technical, medical, scientific writing, marketing and journalism. Training courses in professional writing need to include: • technology skills • business skills • project and time management skills • collaborative skills to work with others • language usage and grammar skills • promotional and commercialisation skills • legal and ethical knowledge • use of the internet

The development of the course structure has been informed by professional writers and editors on the Project Steering Committee.

The Steering Committee recommended that the course provide an opportunity for participants to develop knowledge and skills in:
- industry knowledge
- industry laws and regulations
- copyright requirements
- technological skills
- use of the internet
- writing and editing skills
- concept development
- history and theory
- information collection and organisation

These skills would enable graduates to obtain employment as a writer within an organisation, or to write for personal interest.

Course content has been determined and endorsed by the Steering Committee. The membership of the Steering Committee included:

Sherryl Clark (Chair)	Victoria University
Deborah Vanderwerp	Holmesglen Institute of TAFE
Rachel Flynn	Writer
Ruth Learner	Freelance writer and Editor
Edwina Preston	Journalist/Author
Genevieve Wearne	Cultural Industries and Sport Industry Training Board
Gary Smith	Poet/Fiction Writer
Fran Madigan	Writer/Editor
Sophie Kaliniecki	Publisher
Geoff Howard	Cengage Learning
David Godley	Terra Firma

In attendance:

John Dunton	Swinburne University
Sam McCurdy	Dewhurst Consultancy Pty Ltd

The Employability Skills Summary for the course is provided as Appendix 1.

3.2 Review for re-accreditation	***Standards 1 and 2 for Accredited Courses*** This course will replace *21674VIC Certificate IV in Professional Writing and Editing*. Ongoing monitoring and evaluation of the *21674VIC Certificate IV in Professional Writing and Editing* has been undertaken over the life of the course by a Course Advisory Group consisting of Co-ordinators of Professional Writing and Editing in public RTOs and has utilised formal and informal feedback from stakeholders to: • provide advice on the changing industry requirements

- monitor and evaluate the delivery and assessment of the course
- recommend changes to the course.

The re-accreditation of the *22091VIC Diploma of Professional Writing and Editing* in 2011 has provided a study pathway from the Certificate IV course and thereby influenced its structure and content.

The Project Steering Committee recommended the following changes to the course:
- the creation of a core and elective structure that could provide greater flexibility in order to meet the diverse needs of the participants
- the removal of the specific unit on occupational health and safety and the inclusion of OH & S within each of the new units of competency.
- The replacement of the generic writing unit with a range of units addressing specific styles and genres for example fiction, non-fiction, poetry etc.

The changes to the course structure incorporated in this document reflect these recommendations. The *22203VIC Certificate IV in Professional Writing and Editing* replaces the *21674VIC Certificate IV in Professional Writing and Editing*, which will be removed from the Register on December 31, 2012.

The superseded course (21674VIC) is deemed equivalent to the new course and the transition arrangements are detailed below.

Students who can complete the *21674VIC Certificate IV in Professional Writing and Editing* by December 31, 2012 will be able to complete that qualification. Other students will be required to move to the new qualification and will not be disadvantaged.

The transition mapping table from the existing course to the new course is as follows:

Table 1:

21674VIC Certificate IV in Professional Writing and Editing		22203VIC Certificate IV in Professional Writing and Editing		
Unit code	Unit title	Unit code	Unit title	Comment
11 Core units		**6 Core units and 6 elective units**		
CUFGEN01A	Develop and apply industry knowledge	CUAIND301A	Work effectively in the creative arts industry	Equivalent
CUFGEN02A	Identify industry laws and regulations and apply them to workplace activities	No equivalent unit		
CUSADM08A	Address copyright requirements	CUFCMP301A	Implement copyright arrangements	Equivalent
BSBCMN311A	Maintain workplace safety	No equivalent unit		
BSBADM304A	Design and develop text documents	BSBITU303A	Design and produce text documents	Equivalent
ICPMM63BS	Access the internet	No equivalent unit		
VBP551	Develop writing and editing skills	VU20880	Develop writing and editing skills	Equivalent

21674VIC Certificate IV in Professional Writing and Editing		22203VIC Certificate IV in Professional Writing and Editing		
Unit code	Unit title	Unit code	Unit title	Comment
CUVCOR03A	Develop, refine and communicate concept for own work	CUVPRP301A	Produce creative work	Equivalent
CUVCOR11A	Source information on history and theory and apply to own area of work	CUVRES401A	Research history & theory to inform own arts practice	Equivalent
CUSRAD01A	Collect and organise information	No equivalent unit		
VBP552	Produce writings	VU20881	Write fiction material	Partially Equivalent
		VU20882	Write non-fiction material	Partially Equivalent
		VU20883	Write short narratives	Partially Equivalent
		VU20884	Write long narratives	Partially Equivalent
		VU20885	Write poetry	Partially Equivalent
		VU20886	Write for young children	Partially Equivalent
		VU20888	Write journalism	Partially Equivalent
		VU20887	Write comedy	Partially Equivalent e
		VU20889	Write creative non-fiction material	Partially Equivalent
		BSBPUB403A	Develop public relations documents	Partially Equivalent
		CUFWRT301A	Write content for a range of media	Partially Equivalent
		ICAICT408A	Create technical documentation	Partially Equivalent
		CUFWRT403A	Write narration & current affairs material	Partially Equivalent
		ICAWEB420A	Write content for web pages	Partially Equivalent
		BSBITU309A	Produce desktop published materials	Partially Equivalent
		BSBITU306A	Design and produce business documents	Partially Equivalent
No equivalent units		BSBSMB305A	Comply with regulatory, taxation and insurance requirements for the micro-business	No equivalent
		BSBSMB306A	Plan a home-based business	No equivalent
		BSBDIV301A	Work effectively with diversity	No equivalent
		CUFRES401A	Conduct research	No equivalent
		CUVPRP401A	Realise a creative project	No equivalent
		CUVPRP405A	Develop and discuss ideas for own creative work	No equivalent

4. Course outcomes	*Standards 1, 2 and 3 for Accredited Courses*
4.1 Qualification level	The course outcomes are consistent with a Certificate IV in the Australian Qualifications Framework in that they enable the graduate to: • *Have broad factual, technical and theoretical knowledge in a specialised field of work and learning.* For example, in applying the principles of writing and editing to a range of creative fields. Graduates of the *22203VIC Certificate IV in Professional Writing and Editing* will have: • *Cognitive skills to identify, analyse, compare and act on information from a range of sources.* For example, in gathering the items of information required to develop a concept for creative writing. • *Cognitive, technical and communication skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable and unpredictable problems.* For example, in adapting writing style and content to meet the needs of different audiences. • *Specialist technical skills to complete routine and non-routine tasks and functions.* For example, in utilising modern technology to develop a range of writing products. • *Communication skills to guide activities and provide technical advice in the area of work and learning.* For example, in developing and discussing ideas for their creative works with others. Graduates of the *22203VIC Certificate IV in Professional Writing and Editing* will be able to demonstrate the application of knowledge and skills: • *To specialised tasks or functions in known or changing contexts.* For example, in producing writing products for a variety of contexts. • *With responsibility for own functions and outputs, and may have limited responsibility for organisation of others.* For example, in producing draft written works and final products within agreed timelines. • *With limited responsibility for the quantity and quality of output of others in a team within limited parameters.* For example, in proofreading and editing of the works of others. Volume of learning for a Certificate IV (AQF level 4) is typically 0.5 to 2 years. This course is 1 year equivalent full time. The time involves nominal hours of 555-820 hours plus at least 400 hours of unsupervised learning, including producing draft written works for the final product, practice in proofreading and editing to support successful course completion.
4.2 Employability skills	*Standard 4 for Accredited Courses* This course has been mapped to national employability skills. A summary of the employability skills that are reflected in this course is included as appendix 1.

4.3 Recognition given to the course	*Standard 5 for Accredited Courses* Not applicable	
4.4 Licensing/ regulatory requirements	*Standard 5 for Accredited Courses* Not applicable	
5. Course rules		
5.1 Course structure	*Standards 2, 6 and 7 for Accredited Courses* To gain the award of a *22203VIC Certificate IV in Professional Writing and Editing* participants must complete twelve (12) units of competency made up of all six (6) core units of competency and any six (6) elective units. Participants who do not complete the full course will be awarded a Statement of Attainment listing those units that they have successfully completed	

Table 2:

Unit of competency/ module code	Field of Education code	Unit of competency title	Pre-requisite	Nominal hours
Core units				
CUFCMP301A		Implement copyright arrangements	None	20
BSBITU303A		Design and produce text documents	None	90
CUAIND301A		Work effectively in the creative arts industry	None	50
VU20880	100705	Develop writing and editing skills	None	120
VU20881	100705	Write fiction material	None	50
VU20882	100705	Write non-fiction material	None	50
			Total core duration	**380**
Elective units (Select any 6 units)				
IT skills for writers				
ICAWEB420A		Write content for web pages	None	30
BSBITU309A		Produce desktop published materials	None	50
Writing for business				
BBITU306A		Design and produce business documents	None	80
BSBPUB403A		Develop public relations documents	None	80
CUFWRT403A		Write narration and current affairs material	None	40
ICAICT408A		Create technical documentation	None	20
Industry and cultural context				
BSBDIV301A		Work effectively with diversity	None	30
CUFRES401A		Conduct research	None	30
CUVPRP301A		Produce creative work	None	45
CUVPRP401A		Realise a creative project	None	60

CUVPRP405A		Develop and discuss ideas for own creative work	None	60
CUVRES401A		Research history and theory to inform own arts practice	None	70
Fiction and non-fiction writing specialisations				
VU20883	100705	Write short narratives	None	70
VU20884	100705	Write long narratives	None	70
VU20885	100705	Write poetry	None	70
VU20886	100705	Write for young children	None	70
VU20887	100705	Write comedy	None	70
VU20888	100703	Write journalism	None	70
VU20889	100705	Write creative non-fiction material	None	70
VU20890	100705	Write short scripts	None	70
CUFWRT301A		Write content for a range of media	None	40
Small business skills				
BSBSMB305A		Comply with regulatory, taxation and insurance requirements for the micro business	None	45
BSBSMB306A		Plan a home-based business	None	25
		Total Nominal Hours	**555 - 820**	

5.2 Entry requirements	*Standard 9 for Accredited Courses*
	It is recommended that participants entering the *22203VIC Certificate IV in Professional Writing and Editing* have literacy and numeracy competencies and computer competencies.
	As a minimum, entrants to the *22203VIC Certificate IV in Professional Writing and Editing* should have literary and numeracy competencies equivalent to the Australian Core Skills Framework Level 3 (refer to the framework on the Department of Education and Training website here).
	This requires that they are able to:
	Learning Develop and use personal organisation systems such as files, notebooks, folders and checklists
	Reading Read and follow information presented in technical drawings, manuals and work instructions
	Writing Write clear sequenced instructions for routine/everyday contexts
	Oral communication Participate in an oral exchange requiring some negotiation Give clear sequenced instructions of several steps
	Numeracy

	Use appropriate technological devises to measure and record data and report and act on results
	The computer technology competencies should be equivalent to: • operate a personal computer • produce simple word processed documents.
6. Assessment	
6.1 Assessment strategy	***Standard 10 for Accredited Courses*** All assessment must be consistent with the requirements of Element 1.5 of Standard 1 of the *AQTF: Essential Conditions and Standards for Continuing Registration.* The assessment of the endorsed units of competency imported from Training Packages must adhere to the assessment guidelines of the relevant Training Package. Assessment strategies should be based on the principles of consistency, fairness, validity and reliability. Assessment strategies should be designed to: • cover a range of skills and knowledge required to demonstrate the achievement of the course aims • collect evidence on a number of occasions and in a variety of contexts and situations • be appropriate to the knowledge, skills, methods of delivery and needs/characteristics of the learners • assist assessors to interpret evidence consistently • recognise prior learning • be equitable to all groups of learners Where possible, an integrated approach to assessment is suggested in relation to the learning outcomes in the course. The individual needs of the learner and/or characteristics of the workplace should be reflected in assessment methods that are chosen in relation to the performance criteria indicated in each unit of competency. The assessment methods must include the practical application and demonstration of skills and may also include: • written assignments/tests/projects • journals • portfolio development and presentations • action research projects. The opportunity for learners to negotiate the form of assessment is also possible in many cases, e.g. alternative assessments for learners with special needs.

6.2 Assessor competencies	***Standard 12 for Accredited Courses***
	
	The requirements for staff involved in assessment are stated in Element 1.4 of Standard 1 of the *AQTF: Essential Conditions and Standards for Continuing Registration*
	
	Assessment must be conducted by persons who have:
	• the following competencies from the *TAE10 - Training and Education Training Package*, or demonstrated equivalent competencies:
	   (i) TAEASS401B Plan assessment activities and processes
	   (ii) TAEASS402B Assess competence
	   (iii) TAEASS404B Participate in assessment validation
	
	   and
	
	• relevant vocational competencies, at least to the level being assessed.
	• However, if a person does not meet all the requirements to conduct assessment, one person with the competencies listed above and one or more persons who have the relevant vocational competencies may work together to conduct assessment.
	
	Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

7. Delivery	
7.1 Delivery modes	***Standard 11 for Accredited Courses*** All units of the 22203VIC Certificate IV in Professional Writing and Editing can be delivered using a variety of delivery modes or combination of modes including: • flexible delivery • classroom delivery • on-line delivery • workplace. There are no restrictions on offering the program on either a full-time or part-time basis. Participants should be exposed to real work environments, simulated workplace environments and examples/case studies. Strategies should be selected to reflect the nature of the elements and performance criteria and the needs of the participants. Some areas of content may be common to more than one element and therefore integration may be appropriate. An appropriate mix of knowledge and skills

development that reflects the AQF level of the units of competency is important. The use of flexible delivery particularly distance learning is encouraged in the provision of training.

The units of competency may be contextualised to meet the needs of different groups of students. Generally this means:
- Elements and associated performance criteria must not be altered in any way;
- The Range Statement may be expanded as long as it does not increase the complexity of the unit
- The Evidence Guide may be expanded as long as it retains the integrity of the unit and does not jeopardise the student's potential to achieve the competency.
- Learning and assessment resources may be tailored to the specific needs of the target group, while maintaining their validity

Contextualisation of the imported endorsed units of competency must be consisted with the guidelines in the relevant Training Package.

7.2 Resources	*Standard 12 for Accredited Courses*

Standard 12 for Accredited Courses

All specialised facilities, equipment and other resources required to deliver the *22203VIC Certificate IV in Professional Writing and Editing* are detailed below:
- training facilities and equipment
- related texts, references and audio/visual material
- an environment appropriate to the assessment task, that is either on-the-job, or simulated workplace environment.

Qualifications of Trainers
The requirements for qualifications for those involved in training delivery are stated in Element 1.4 of Standard 1 of the *AQTF: Essential Conditions and Standards for Continuing Registration.*

A trainer must:
- must hold the *TAE40110 Certificate IV in Training and Assessment* from the Training and Education Training Package (TAE10), or be able to demonstrate equivalent competencies; or
- be under the direct supervision of a person who holds the *TAE40110 Certificate IV in Training and Assessment* qualification, or its equivalent; and
- be able to demonstrate vocational competencies, at least to the level of those being delivered.

In addition to the above it is recommended that trainers have a comprehensive current knowledge of the industry and the job or role. They should also have appropriate interpersonal and communication skills.

		It is also recommended that guest speakers, with expertise in specific components of the program, be used to complement the trainer and enhance the program content. Teachers/trainers of the imported units of competency must adhere to the guidelines of the relevant Training Package.
8.	**Pathways and articulation**	*Standard 8 for accredited courses* No formal articulation and credit transfer arrangements have been negotiated with TAFE Institutes, Registered Training Organisations or universities. The *22203VIC Certificate IV in Professional Writing and Editing* articulates to the *22091VIC Diploma of Professional Writing and Editing*. Participants may seek Recognition of Prior Learning (RPL) for any previous training or work experience relevant to the course content. Participants, who have already achieved any of the imported endorsed units of competency through previous training, will be given credit transfer for those units on enrolling in the course. Furthermore, participants who complete any of the imported endorsed units of competency will qualify for credit transfer into other VET courses that include those particular units.
9.	**Ongoing monitoring and evaluation**	*Standard 13 for accredited courses* The *22203VIC Certificate IV in Professional Writing and Editing* is maintained and monitored by the Curriculum Maintenance Manager – Human Services. A review of the courses will take place at the mid-point of the accreditation period. Feedback will be sought from those providers offering the course as part of the review process. The following methods will be used to monitor the course to provide data to the course advisory group: • student surveys • industry surveys • trainer/assessor feedback The CMM-Human Services will: • review the implementation of the program; • provide advice on changing program requirements; • monitor and evaluate course standards, delivery and assessment;

- determine whether the course should be replaced by an endorsed Training Package qualification

Recommendations for any significant changes will be reported to the Victorian Registration and Qualification Authority (VRQA).

Examples of changes that will be reported to the VRQA include changes to:
- the course structure, by adding or deleting units from the core or electives, whether to reflect local industry needs or to reflect changes to Training Packages and the availability of new or revised nationally endorses units of competency
- required pre-requisites and/or co-requisites
- the nominal duration of the course and of units
- copyright ownership
- articulation and/or credit transfer arrangements
- legislation such as OHS/ licensing

Section C: Units of competency

The new units of competency written for the *22203VIC Certificate IV in Professional Writing and Editing* course are as follows:

Unit Code	Unit Title	Page
VU20880	Develop writing and editing skills	15
VU20881	Write fiction material	20
VU20882	Write non-fiction material	25
VU20883	Write short narratives	30
VU20884	Write long narratives	36
VU20885	Write poetry	41
VU20886	Write for young children	46
VU20887	Write comedy	52
VU20888	Write journalism	57
VU20889	Write creative non-fiction material	61
VU20890	Write short scripts	66

NOTE: Imported Units of Competency are not provided in this document. They can be accessed on the training.gov.au website.

VU20880   Develop writing and editing skills

Unit Descriptor	This unit covers the knowledge and skills in the use of the English language for writing and editing tasks. It also includes the use of appropriate punctuation, as well as basic proofreading and editing skills.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability skills	This unit contains employability skills. The Employability Skills summary for the qualification containing this unit is provided as Appendix 1.
Application of the Unit	This unit supports the attainment of skills and knowledge required for competent performance as a writer in a range of writing contexts. Knowledge and application of a range of techniques and conventions within which the writer must complete works is essential. As such, the range of techniques could be quite varied and broad in nature. The unique nature of the English language must be appropriately reflected.
	This work would usually be carried out under limited supervision.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Ensure the clarity of language	1.1 Apply the ***principles of clear language*** to writings
	1.2 Avoid ambiguity, repetition and verbosity in writings
	1.3 Make clear and logical connections between phrases, clauses, sentences, paragraphs and sections
	1.4 Use punctuation appropriately to ensure clarity of meaning and ease of reading
2 Apply the appropriate voice and tone	2.1 Determine the ***type of authorial voice/s*** appropriate to the publication
	2.2 Analyse and demonstrate the ***language requirements of the publication*** in writings
	2.3 Incorporate the language requirements of the readership into writings
	2.4 Maintain consistency of tone in writings
	2.5 Monitor text for non-inclusive or potentially offensive language

3	Apply the accepted conventions of grammar and usage to a range of written contexts	3.1	Analyse the conventions of grammar and syntax in written English
		3.2	Ensure that words and their meanings are appropriate for the writings
		3.3	Utilise the conventions governing the expression of **numerical data**
		3.4	Utilise the conventions governing the use of quoted material
		3.5	Incorporate the conventions governing the display of **illustrations** and tables
		3.6	Comply with the conventions for expressing **specialised** and foreign material, where necessary
4.	Use correct spelling and punctuation	4.1	Ensure that correct Australian spelling and **punctuation** conventions are used in writings
		4.2	**Apply alternative spelling and punctuation conventions**, when appropriate
5	Apply basic proofreading and copyediting skills	5.1	Identify and review standard editing symbols
		5.2	Utilise symbols in a range of proofreading tasks
		5.3	Demonstrate basic copyediting skills in a range of tasks using accepted conventions of grammar and usage

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

Required skills:

- Applying grammar
- Applying the fundamentals of English grammar, spelling and vocabulary to a range of written contexts
- Applying correct punctuation
- Using structural editing conventions
- Using a dictionary and thesaurus
- The ability to clearly articulate corrections, amendments and suggestions on both hard copy and on-screen materials

Required knowledge

- Components of speech
- Industry standards of grammar and structure
- Principles of clear language
- Conventions of grammar and usage
- Punctuation and spelling
- Proofreading marks

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Principles of clear language are:	• Complete • Clear • Concise • Correct
Type of authorial voice/s may include	• One or more individuals • A committee • An organisation
Language requirements of the publication may include:	• Reading level • Formality • Terminology
Numerical data may include:	• Numbers • Dates • Percentages • Measurements • Statistical data
Illustrations may include:	• Drawings • Cartoons • Diagrams • Charts • Graphs • Maps • Photographs • Computer generated graphics • Moving images
Specialised material may include:	• Poetry • Music • Mathematics • Scientific notation
Punctuation may include:	• Italics • Capitalisation • Hyphenation • Symbols • Shortened forms
Alternative spelling and punctuation conventions may include:	• The style guide of the organisation • Cultural differences

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• To demonstrate competency in this unit, participants must achieve all of the elements of competency to the level defined by the associated performance criteria using the required knowledge and skills. Specifically, they must be able to:
	  – ensure the clarity of language
	  – apply the appropriate voice and tone
	  – apply the accepted conventions of grammar and usage to writings
	  – use correct spelling and punctuation
	  – perform basic proofreading and copyediting

Context of and specific resources for assessment	• Assessment should be conducted in an actual workplace or a simulated commercial writing environment. • Evidence should be collected over a period of time that is sufficient to include dealing with an appropriate range of writing tasks. • There are no specific resources required for assessment.
Methods of assessment	The following assessment methods are suggested: • Observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies. For example, the observation of the participant using correct spelling and punctuation in a writing task. • Written and/or oral questioning to assess knowledge and understanding. For example, an assignment on the range of conventions for grammar and usage in writings. • Completion of workplace documentation. For example, a writing portfolio of drafts, revisions and edits and final copy of a range of written tasks undertaken for a period of time. • Third-party reports from experienced practitioners. For example, a letter of support from a trainer, coach or supervisor on the ability to use the accepted conventions of grammar and usage in writings.

VU20881 Write fiction material

Unit Descriptor	This unit covers the knowledge and skills required to write fiction material such as, narratives, dialogue, genre and poetry. It also includes the use of appropriate punctuation, as well as basic proof reading and editing skills.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability skills	This unit contains employability skills. The Employability Skills summary for the qualification containing this unit is provided as Appendix 1.
Application of the Unit	This unit would be applied by those writers engaged in writing a range of fiction materials. It involves the knowledge and application of a range of techniques, tools and materials within which the writer must complete fiction works.
	This work would usually be carried out under limited supervision.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised test is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Confirm the purpose of the writing task

1.1 Clarify the **purpose of the fiction work** with relevant parties

1.2 Select the **form, media** and **technique** most appropriate to the writing task

1.3 Propose the **stylistic** and **cultural context** of the writing task to meet the writing objective

1.4 Identify the target audience/readership, where appropriate

2 Determine the scope of the writing task

2.1 Analyse the level, style and scope of the writing task to determine the length and style of the fiction work

2.2 Confirm the level of research required to achieve the agreed outcome to the desired scope, form, style and quality.

2.3 Identify the **resources** necessary to retrieve or generate the relevant information

2.4 Organise the type and level of information required to suit the context of the fiction writing task

3 Prepare for the fiction writing task

3.1 Plan the writing task to reflect the media, scope, structure and content of the work

3.2 Develop and organise ideas for the work into an ordered sequence

3.3 Organise all resources required to deliver the writing task

3.4 Develop a timeline for the completion of the writing task that reflects the critical milestones

4. Create the fiction writing product

4.1 Resolve components of the information required and the form in which the writing will be developed, constructed and presented

4.2 Utilise appropriate processes and research to retrieve the necessary information

4.3 Reflect the intention of the writing task in the writing

4.4 Analyse the ***particular characteristics of the media*** to inform the writing in a way that is appropriate for the purpose of the writing

4.5 Integrate c***ommon literary devices*** and the metaphoric function of language into the writing task

4.6 Employ ***structural elements*** of fiction writing for the writing task

4.7 Produce the fiction writing task in accordance with the writing goals

5. Complete the fiction writing task

5.1 Confirm that the fiction writing task is appropriate for the media, the context of the brief and the style of the subject matter

5.2 Confirm that the language in which the fiction writing task is written is suitable for the intended audience

5.3 Proofread and edit the writing task to the standard required for presentation

5.4 Present a draft to the client, if required, to confirm that the fiction work is acceptable

5.5 Adjust the fiction work, as required, and present in the agreed manner and timeframe.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- Collecting and analysing relevant information
- Writing fiction material using correct style, grammar, proof correction and revisions
- Applying appropriate techniques to a range of fiction writing tasks
- Applying creative thinking applicable to fiction writings
- Developing and using imagination, personal experience and observation to furnish material for the fiction

Required knowledge

- Historical and contemporary writing contexts
- A range of fiction writing techniques , forms and styles

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

***Purpose of the fiction work** may include:*	• Artistic expression and enterprise • Income generation • Developing and enhancing professional standing • Self-fulfilment/expression • Self-exploration • Personal development • Creating awareness of personal, social, cultural and political issues
***Form** may include*	• Novel/novella • Poetry • Popular fiction • Writing for children • Short story • Playwriting • Screenwriting • Comic books • Comedy writing

***Media** may include:*	• Hardcopy publication
	  – Newspaper
	  – Magazine
	  – Book
	  – journal
	• Newspaper
	• Magazine
	• Radio
	• Television
	• Theatre
	• Movies
	• Internet
	• Electronic publication
	  – CD/DVD
	  – E-books
	  – E-zines

***Technique** may include:*	• Stylistic preferences • English construction • Graphic design • Use of structural elements

Stylistic context may include:	• Entertainment • Personal or social awareness • Dramatic or humorous intent
Cultural context may include:	• Language • Tone • Complexity • Jargon
Resources may include:	• Imagination • Personal experience • Internet • Personal observation • Surveys • Dreams • Literature • Television/radio • Conversations • Academic sources
Particular characteristics of the media may include:	• Visual • Verbal • Immediacy • Permanence • Transience • Quality
Common literary devices may include:	• Figurative language • Hyperbole • Metonymy • Personification • Allusion • Intertextuality
Structural elements may include:	• Dialogue • Characterisation • Narrative point of view • Description • Tone • Pace • Narrative structure

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• To demonstrate competency in this unit, participants must achieve all of the elements of competency to the level defined by the associated performance criteria using the required knowledge and skills. Specifically they must be able to: – Confirm the purpose of the fiction writing task – Determine the scope of the writing task – Conduct appropriate planning to undertake the fiction writing task – Organise appropriate resources to facilitate achievement of the writing objective – Write the fiction work using appropriate techniques to meet the agreed objectives – Undertake basic proofreading and editing of the draft fiction work – Provide the final fiction product within agreed timelines and to the standard required by key stakeholders
Context of and specific resources for assessment	• Assessment should be conducted in an actual workplace or a simulated commercial writing environment • Evidence should be collected over a period of time that is sufficient to include dealing with an appropriate range of fiction writing tasks • Assessment of this unit requires writing a range of fiction materials to the required specifications, such as: – Poetry – Long narrative – Short narrative – Script
Methods of assessment	• Assessment must include the writing of a range of fiction works to agreed specifications and may also include: – Written and/or oral questions – Assignments – Portfolio of fiction writing tasks – 3rd Party reports

VU20882   Write non-fiction material

Unit Descriptor	This unit covers the knowledge and skills required to write non-fiction material such as, feature articles, obituaries, reviews and advertorials. It also includes the use of appropriate punctuation, as well as basic proof reading and editing skills.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. |
| **Employability skills** | This unit contains employability skills. The Employability Skills summary for the qualification containing this unit is provided as Appendix 1. |
| **Application of the Unit** | This unit would be applied by those writers engaged in writing a range of non-fiction materials. It involves the knowledge and application of a range of techniques, tools and materials within which the writer must complete non-fiction works.

This work would usually be carried out under limited supervision. |

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised test is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm the purpose of the writing task	1.1 Clarify the ***purpose of the non-fiction work*** with relevant parties

1.2   Select the ***form, media*** and ***technique*** most appropriate to the writing task

1.3   Determine the ***stylistic*** and ***cultural context*** of the writing task required to meet the writing objective

1.4   Identify the target audience/readership, where appropriate. |
| 2   Determine the scope of the non-fiction writing task | 2.1   Analyse the level and scope of the writing task to determine the length and style of the non-fiction work

2.2   Confirm the level of research required to achieve the agreed outcome to the required style and standard

2.3   Identify the ***resources*** necessary to retrieve or generate the relevant information

2.4   Organise the type and level of information required to suit the context of the non-fiction writing task |
| 3   Prepare for the non-fiction writing task | 3.1   Plan the writing task to reflect the media, scope, structure and content of the work

3.2   Develop and organise ideas for the work into an ordered sequence

3.3   Organise all resources required to deliver the writing task |

3.4 Develop a timeline for the completion of the writing task that reflects the critical milestones

4. Create the non-fiction writing product

4.1 Resolve the components of the information required and the form in which the writing will be developed, constructed and presented

4.2 Reflect the intention of the writing task and the **characteristics of the audience** in the writing

4.3 Utilise appropriate processes and research to retrieve the necessary information

4.4 Analyse the **particular characteristics of the media** to inform the writing in a way that is appropriate for the purpose of the writing

4.5 Integrate **common literary devices** and the metaphoric function of language into the writing task

4.6 Produce the non-fiction writing task in accordance with the writing goals

5. Complete the non-fiction writing task

5.1 Confirm that the non-fiction writing task is appropriate for the media, the context of the brief and the style of the subject matter

5.2 Determine if the language in which the non-fiction writing task is written is suitable for the intended audience

5.3 Proofread and edit the writing task to the standard required for presentation

5.4 Present a draft to the client, if required, to confirm that the non-fiction work is acceptable

5.5 Adjust the non-fiction work, as required, and present it in the agreed manner and timeframe.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- Collecting and analysing relevant information
- Writing non-fiction material using correct style, grammar, proof correction and revisions
- Applying appropriate techniques to a range of non-fiction writing tasks
- Applying creative thinking applicable to non-fiction writings

Required knowledge

- Writing theories and the implications for writing
- Appropriate non-fiction writing techniques

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Purpose of the non-fiction work may include:	- Advertising - Income generation - Marketing - Professional outcome - Self-fulfilment - Personal development - Entertainment
Form may include	- Feature articles - Reports - Profiles - Obituaries - Advertorials
Media may include:	- Published book - Newspaper - Magazine - Radio - Television - Theatre - Movies - Internet
Technique may include:	- Writing process - English construction - Editing - Graphic design
Stylistic context may include:	- Entertainment - Organisation - Government - Individual
Cultural context may include:	- Language - Tone - Complexity - Jargon
Resources may include:	- Research findings - Internet - Interviews - Surveys - Literature - Television/radio - Interviews

	• Academic sources
Characteristics of the audience may include:	• Target readership • Demographic features • Gender • Culture • Psychographic profiles
Particular characteristics of the media may include:	• Visual • Verbal • Immediacy • Permanence • Transience • Quality
Common literary devices may include:	• Figurative language • Hyperbole • Metonymy • Personification • Allusion • Intertextuality

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• To demonstrate competency in this unit, participants must achieve all of the elements of competency to the level defined by the associated performance criteria using the required knowledge and skills. Specifically they must be able to: ‒ Confirm the purpose of the non-fiction writing task ‒ Determine the scope of the writing task ‒ Conduct appropriate planning to undertake the non-fiction writing task ‒ Organise appropriate resources to facilitate achievement of the writing objective ‒ Write the non-fiction work using appropriate techniques to meet the agreed objectives ‒ Undertake basic proofreading and editing of the draft non-fiction work ‒ Provide the final non-fiction product within agreed timelines and to the standard required by the key stakeholders
Context of and specific resources for assessment	• Assessment should be conducted in an actual workplace or a simulated commercial writing environment

- Evidence should be collected over a period of time that is sufficient to include dealing with an appropriate range of non-fiction writing tasks
- Assessment of this unit requires writing a range of non-fiction materials to the required specifications, such as:
  – Feature articles
  – Profiles
  – Essays
  – Advertorials

Methods of assessment

- Assessment must include the writing of a range of non-fiction works to agreed specifications and may also include:
  – Written and/or oral questions
  – Assignments
  – Portfolio of non-fiction writing tasks
  – 3rd Party reports

VU20883 Write short narratives

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to write short narratives for print and electronic publication, and for a range of other media.

A writer of short narratives must draw on a range of experiences, observations and research. The process involves conception, form, drafting, redrafting and consideration of the requirements of the media or performance platform.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability Skills

This unit contains employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements. (See Appendix 1)

Application of the Unit

Writers of short narratives apply the skills and knowledge described in this unit. They work on a wide range of short narratives from around 50-8,000 words. They may work on texts that could be published in print, ebooks, ezines, apps, websites, blogs, social media, mobile phones, advertising, anthologies and collections, or submitted for competitions and awards.

ELEMENT

Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.

1. Read and analyse short narratives.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1 Read examples of a variety of short narratives in order to examine *techniques, stylistic* and *cultural contexts*, purpose and audience.

1.2 Use appropriate information sources to critically analyse elements of short narratives, structures, and use of *common literary devices* particular to these *forms*.

1.3 Analyse the relationships between short narratives, their forms and requirements of the *media*.

1.4 Discuss results of analysis and research with other writers, clients or industry professionals to confirm the appropriate writing technique to use

1.5 Apply ideas, techniques and observations of craft elements to own short narrative writing.

2.	Prepare to write short narratives.	2.1	Develop ideas through use of a range of *resources* including journals, notebooks, writing exercises, observations, reading and research.
		2.2	Identify the *characteristics of the audience* and *purpose* of the work intended for the audience.
		2.3	Evaluate possible form for work, taking into account audience and purpose.
		2.4	Identify criteria of the intended media, and required standards for publication in order to provide an effective measure.
3.	Write draft short narratives.	3.1	Develop short narratives through a series of appropriate writing techniques.
		3.2	Follow relevant occupational health and safety procedures for writing activities
		3.3	Use drafting techniques to refine and develop work until it meets artistic and creative requirements.
		3.4	Evaluate chosen form and decide if appropriate for the work.
		3.5	Ensure that if a form has been used, the work meets the form requirements.
		3.6	Ensure that final draft of work has developed and refined original concept to a higher level.
4.	Produce final short narratives.	4.1	Present work and document and incorporate feedback from relevant personnel.
		4.2	Redraft work and apply editing and proofreading skills, as required.
		4.3	Evaluate work against criteria and standards established at the outset to determine whether it successfully meets the requirements.
		4.4	Make final amendments and revisions to the work and submit to publications and/or audience, or meet deadlines for competitions.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Required skills:

- Communication and literacy skills sufficient to:
    - apply correct grammar, spelling and punctuation
    - analyse forms, audience and purpose
    - read material in a range of forms and discuss to inform own writing
    - apply redrafting skills
    - present drafts for workshopping and apply feedback

- Ability to take part in workshopping and critique works by other writers
- Technical skills sufficient to use word-processing applications and format a range of works to industry expectations
- Self-management and planning skills sufficient to: prioritise work tasks, meet deadlines, develop clear goals and outcomes, seek out and participate in professional development activities
- Learning skills sufficient to improve written drafts and final product through self-reflection and redrafting after feedback.
- Initiative and enterprise skills sufficient to:
    - Develop original, innovative and creative approaches to writing short narratives
    - Experiment with traditional forms and elements to develop a personal creative long-term vision for writing short narratives
    - Extend creative boundaries for self and audience
    - Find creative solutions to problems identified during the process of obtaining feedback
    - Locate and use resources to broaden own experience

Required knowledge:

- Issues and challenges involved in writing short narratives, knowledge of standards of literacy skills required for publication
- Intended audiences for short narratives, and ways in which works can be performed or published
- Communication and inter-personal techniques required for workshopping
- Organisational and legislative OHS standards as they relate to working for periods of time on computers
- Copyright and intellectual property requirements as they relate to writing and publishing works

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Techniques may include:	- Writing process - English construction - Editing - Redrafting
Stylistic context may include:	- Entertainment - Organisation - Corporate - Individual
Cultural context may include:	- Language - Tone - Subject matter - Complexity - Genr
Common literary devices may include:	- Simile and metaphor - Figurative language - Storytelling - Characterisation - Plot - Point of view

- Dialogue
- Setting and description
- Theme
- Intertextuality

Resources may include:

- Research findings
- Books
- Internet
- Journals and magazines
- Dreams
- Imagination
- Literature
- Television/radio
- Movies
- Images
- Multimedia
- Artworks
- Interviews

Characteristics of the audience may include:

- Target readership/audience
- Demographic features
- Gender
- Age
- Culture
- Psychographic profiles

Purpose may include:

- Artistic
- Income generation
- Education
- Professional outcome
- Self-fulfilment
- Personal development
- Entertainment

Forms may include:

- Flash fiction
- Micro fiction
- Apps
- Short fiction
- Long short stories
- Mobile phone serials
- E-books
- E-serials
- Web-based content with other media included

Media may include:

- Magazines
- Ezines

- Published books/ebooks
- Newspaper
- Radio
- TV
- Apps
- Internet
- Mobile devices

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	To be considered competent in this unit, the participant must demonstrate achievement of all of the elements of competency to the level defined by the associated performance criteria, using the required skills and knowledge. Specifically they must be able to:
	- Analyse the purpose of the writing task in relation to short narratives - Determine the scope of the writing task - Conduct appropriate decision-making about the writing task in relation to the audience and form - Organise appropriate resources to facilitate achievement of the writing objective - Write the work using appropriate techniques to meet the agreed objectives - Present work for workshopping or professional feedback and incorporate into a new draft - Undertake basic proofreading and editing of the redrafted work - Provide the final short narratives within agreed timelines and to the standards required by the key stakeholders
Context of and specific resources for assessment	- Assessment should be conducted in the classroom, or an actual workplace or a simulated writing environment - Evidence should be collected over a period of time that is sufficient to include dealing with an appropriate range of writing tasks - Assessment of this unit requires the provision of specifications for writing a range of short narratives, such as: - flash and micro fiction - short stories - serialised short works - short narratives suitable for electronic media

Method(s) of assessment

- Assessment must include the writing of a range of works to agreed specifications and may also include:
  - Written and/or oral questions
  - Critical analysis of short narratives
  - Essays
  - Oral presentations
  - Assignments
  - Portfolio of writing tasks
  - Completed short narratives
  - 3rd party reports

VU20884   Write long narratives

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to write long narratives for print and electronic publication, and for a range of other media.
	A writer of long narratives must draw on a range of experiences, observations and research. The process involves conception, form, drafting and redrafting.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements. (See Appendix 1)
Application of the Unit	Writers of long narratives apply the skills and knowledge described in this unit. They work on a wide range of long narratives from around 15,000 – 150,000 words. They may work on texts that could be published in print, ebooks, ezines, websites, anthologies and collections, or submitted for competitions and awards.

ELEMENT

Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.   Read and analyse long narratives.

   1.1   Read examples of long narratives in order to examine *techniques, stylistic* and *cultural contexts*, purpose and audience.

   1.2   Use appropriate information sources to critically analyse elements of long narratives, structures, and use of *common literary devices* particular to these *forms*.

   1.3   Discuss results of analysis and research with other writers, clients or industry professionals to determine the appropriate technique to use.

   1.4   Apply ideas, techniques and observations of craft elements to own long narrative writing.

2.   Prepare to write a long narrative.

   2.1   Develop ideas through use of a range of *resources* including journals, notebooks, writing exercises, observations, reading and research.

   2.2   Identify the *characteristics of the audience* and *purpose* of the work intended for the audience.

2.3 Evaluate possible form and *media* for work, taking into account audience and purpose.

2.4 Identify criteria of the intended media, and required standards for publication in order to provide an effective measure.

3. Write draft long narrative.

3.1 Develop a long narrative through a series of appropriate writing techniques.

3.2 Follow relevant occupational health and safety procedures for prolonged writing activities

3.3 Use drafting techniques to refine and develop work until it meets artistic and creative requirements.

3.4 Evaluate chosen form and decide if appropriate for the work.

3.5 Ensure that if a form has been used, the work meets the form requirements.

3.6 Ensure that final draft of work has developed and refined original concept to a higher level.

4. Produce final long narrative.

4.1 Present work and document and incorporate feedback from relevant personnel.

4.2 Redraft work and apply editing and proofreading skills, as required.

4.3 Evaluate work against criteria and standards established at the outset to determine whether it successfully meets the requirements.

4.4 Make final amendments and revisions to the work and submit to publications and/or audience, or meet deadlines for competitions.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Required skills:

- Communication and literacy skills sufficient to:
    - apply correct grammar, spelling and punctuation
    - analyse forms, audience and purpose
    - read material in a range of forms and discuss to inform own writing
    - apply redrafting skills
    - present drafts for workshopping and apply feedback
- Ability to take part in workshopping and critique works by other writers
- Technical skills sufficient to use word-processing applications and format work to industry expectations
- Self-management and planning skills sufficient to: prioritise work tasks, meet deadlines, develop clear goals and outcomes, seek out and participate in professional development activities

- Learning skills sufficient to improve written drafts and final product through self-reflection and redrafting after feedback.
- Initiative and enterprise skills sufficient to:
  - Develop original, innovative and creative approaches to writing long narratives
  - Experiment with traditional forms and elements to develop a personal creative long-term vision for writing long narratives
  - Extend creative boundaries for self and audience
  - Find creative solutions to problems identified during the process of obtaining feedback
  - Locate and use resources to broaden own experience

Required knowledge:

- Issues and challenges involved in writing long narratives, knowledge of standards of literacy skills required for publication
- Intended audiences for long narratives, and ways in which works can be published
- Communication and inter-personal techniques required for workshopping
- Organisational and legislative OHS standards as they relate to working for periods of time on computers
- Copyright and intellectual property requirements as they relate to writing and publishing works

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Techniques **may include:**	- Writing process - English construction - Editing - Redrafting
Stylistic context **may include:**	- Entertainment - Writing styles - Literary criticism - Individual
Cultural context **may include:**	- Language - Tone - Subject matter - Complexity - Genre
Common literary devices **may include:**	- Simile and metaphor - Figurative language - Structure and plot - Tension - Characterisation - Point of view - Dialogue - Setting and description - Theme

- Intertextuality

Forms may include:	- Novel - Novella - Audio book - E-books - E-serials - Web-based content with other media included
Resources may include:	- Research findings - Books - Internet - Journals and magazines - Dreams - Imagination - Literature - Television/radio - Movies - Images - Multimedia - Artworks - Interviews
Characteristics of the audience may include:	- Target readership/audience - Demographic features - Gender - Age - Culture - Psychographic profiles
Purpose may include:	- Artistic - Income generation - Education - Professional outcome - Self-fulfilment - Personal development - Entertainment
Media may include:	- Magazines - Ezines - Published books/ebooks - Newspaper - Radio - TV - Internet - Mobile devices

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	To be considered competent in this unit, the participant must demonstrate achievement of all of the elements of competency to the level defined by the associated performance criteria, using the required skills and knowledge.

Specifically they must be able to:
- Analyse the purpose of the writing task in relation to long narratives
- Determine the scope of the writing task
- Conduct appropriate decision-making about the writing task in relation to the audience and form
- Organise appropriate resources to facilitate achievement of the writing objective
- Write the work using appropriate techniques to meet the agreed objectives
- Present work for workshopping or professional feedback and incorporate into a new draft
- Undertake basic proofreading and editing of the redrafted work
- Provide the final redrafted work within agreed timelines and to the standards required by the key stakeholders |
| **Context of and specific resources for assessment** | - Assessment should be conducted in the classroom, or an actual workplace or a simulated writing environment
- Evidence should be collected over a period of time that is sufficient to include dealing with an appropriate range of writing tasks
- Assessment of this unit requires the provision of specifications for writing a long narrative, or significant portion of a long narrative, , such as:
  - Novel
  - Novella
  - serialised work |
| **Method(s) of assessment** | - Assessment must include the writing of a range of works to agreed specifications and may also include:
  - Written and/or oral questions
  - Critical analysis of long narratives
  - Essays
  - Oral presentations
  - Assignments
  - Portfolio of writing tasks
  - Completed long narrative or significant portion of long narrative
  - 3rd party reports |

VU20885   Write poetry

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to write poetry for a wide range of audiences, magazines, journals, books and web-based formats.
	A poet draws on many different experiences and ideas to draft poems that may be performed or published. The process involves conception, form, drafting, redrafting and consideration of audience.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements. (See Appendix 1)
Application of the Unit	Poets apply the skills and knowledge described in this unit. They work on a wide range of poetry, for example, free verse, forms, anthologies, collections, verse novels, children's books, dedications, odes, song lyrics, advertising copy, ezines, online magazines. They may also write poems for funerals and other occasions, radio, live performances, slams, TV and films.

ELEMENT

Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Analyse historical and contemporary published poetry.

1.1 Read poems on the page and aloud in order to examine *techniques, stylistic* and *cultural contexts*, purpose and audience.

1.2 Use appropriate information sources to gather background information.

1.3 Review poems, and examine *common literary devices*, using close-reading skills.

1.4 Discuss results of analysis and research with other writers, clients or industry professionals to determine the appropriate technique to use.

1.5 Apply ideas, techniques and observations of craft elements to own writing.

2. Prepare to write poems

2.1 Develop ideas through use of a range of *resources* including journals, notebooks, observations, reading poetry and images.

2.2 Identify the *characteristics of the audience* and *purpose*.

2.3 Evaluate possible *forms* for poems.

2.4 Identify criteria of the intended *media*, and required standards for publication in order to provide an effective measure.

3. Write draft poems

3.1 Develop poems through a series of appropriate writing techniques.

3.2 Use drafting techniques to refine and develop poems until they meet artistic and creative requirements.

3.3 Evaluate chosen forms and decide if they are appropriate for the poems.

3.4 Ensure that if a form has been used, the poem meets the form requirements.

3.5 Ensure that final drafts of poems have developed and refined original concept to a higher level.

4. Produce final poems.

4.1 Present poems and document and incorporate feedback from relevant personnel.

4.2 Redraft poems and apply editing and proofreading skills, as required.

4.3 Evaluate poems against criteria and standards established at the outset to determine whether they successfully meet the requirements.

4.4 Make final amendments and revisions to the poems and submit to publications and/or audience, or meet deadlines for competitions.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Required skills:

- Communication and literacy skills sufficient to:
    - apply correct grammar, spelling and punctuation
    - analyse forms, audience and purpose
    - read poetry and discuss to inform own writing
    - apply redrafting skills
    - present drafts for workshopping and apply feedback
- Ability to take part in workshopping and critique poems by other writers
- Technical skills sufficient to use word-processing applications and format poems to industry expectations
- Self-management and planning skills sufficient to: prioritise work tasks, meet deadlines, develop clear goals and outcomes, seek out and participate in professional development activities
- Learning skills sufficient to improve written drafts and final product through self-reflection and redrafting after feedback.
- Initiative and enterprise skills sufficient to:
    - Develop original, innovative and creative approaches to writing poems

- Experiment with traditional forms and elements to develop a personal creative long-term vision for poetry writing
- Extend creative boundaries for self and audience
- Find creative solutions to problems identified during the process of obtaining feedback
- Locate and use resources to broaden own experience

Required knowledge:

- Issues and challenges involved in writing poems, knowledge of standards of literacy skills required for publication
- Various audiences for poetry, and ways in which poetry can be performed or published
- Communication and inter-personal techniques required for workshopping
- Organisational and legislative OHS standards as they relate to working for periods of time on computers
- Copyright and intellectual property requirements as they relate to writing and publishing poems

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Techniques may include:	- Writing process - English construction - Rhythm and rhyme - Repetition and sound - Editing - Graphic design and layout
Stylistic context may include:	- Entertainment - Organisation - Education - Individual
Cultural context may include:	- Language - Tone - Subject matter - Complexity - Jargon and slang
Common literary devices may include:	- Imagery - Metaphor - Simile - Figurative language - Personification - Allusion - Intertextuality
Resources may include:	- Research findings - Internet - Journals and magazines - Dreams

- Literature
- Television/radio
- Movies
- Conversations
- Images
- Multimedia
- Artworks
- Performances

Characteristics of the audience may include:

- Target readership/audience
- Demographic features
- Gender and/or age
- Culture
- Psychographic profiles

Purpose may include:

- Artistic
- Income generation
- Marketing
- Professional outcome
- Self-fulfilment
- Personal development
- Entertainment
- Public event performance

Forms may include:

- Free verse
- Traditional verse
- Song
- Commercial advertising script
- Performance script
- Web-based verse with other media included

Media may include:

- Magazines
- Ezines
- Journals
- Published books/ebooks
- Newspaper
- Radio
- TV
- Advertising copy
- Greeting cards
- Literacy material
- Theatre
- Live performance
- Internet, e.g. blog, website etc

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	To be considered competent in this unit, the participant must demonstrate achievement of all of the elements of competency to the level defined by the associated performance criteria, using the required skills and knowledge. Specifically they must be able to: • Analyse the purpose of the poetry writing task • Determine the scope of the poetry writing task • Conduct appropriate decision-making about the poetry writing task • Organise appropriate resources to facilitate achievement of the poetry writing objective • Write the poems using appropriate techniques to meet the agreed objectives • Undertake basic proofreading and editing of the drafted poetry work • Provide the final poetry product within agreed timelines and to the standards required by the key stakeholders

Context of and specific resources for assessment	• Assessment should be conducted in the classroom, or an actual workplace or a simulated writing environment
	• Evidence should be collected over a period of time that is sufficient to include dealing with an appropriate range of poetry writing tasks
	• Assessment of this unit requires writing a range of poetry materials to the required specifications, such as:
	  - free verse
	  - traditional forms of verse
	  - performance pieces
	  - critical analysis of published poetry

Method(s) of assessment	• Assessment must include the writing of a range of poetry works to agreed specifications and may also include:
	  - Written and/or oral questions
	  - Analysis of poems
	  - Essays
	  - Oral presentations
	  - Assignments
	  - Portfolio of poetry writing tasks
	  - 3rd party reports
	  - Performances

VU20886   Write for young children

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to write picture books, poetry, fiction and nonfiction for younger children ideally aged between 3 - 9 years. A writer for younger children must draw on a range of experiences, observations and research. The process involves conception, form, drafting, redrafting and consideration of this particular audience. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements. (See Appendix 1)
Application of the Unit	Writers for children apply the skills and knowledge described in this unit. They work on a wide range of texts with limited words and concepts, for example, picture books, board books, rhyming and free verse, magazines, chapter books, short novels, series, animations, short TV shows and series, nonfiction books and series. They may also write short plays and scripts for performance in a range of media and/or venues.

ELEMENT

Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.

1.   Analyse picture books and chapter books prepared for children.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1   Read picture books and chapter books on the page and aloud in order to examine *techniques, stylistic* and *cultural contexts*, purpose and audience, paying attention to age and gender issues.

1.2   Use appropriate information sources to critically analyse and discuss language levels, structures, and use of *common literary devices* particular to these forms.

1.3   Investigate the relationships between text and illustrations, and investigate the role of the illustrator.

1.4   Discuss results of analysis and research with other writers, clients or industry professionals to determine the appropriate technique to use.

1.5   Apply ideas, techniques and observations of craft elements to own writing.

2.	Prepare to write picture books and chapter books for children	2.1	Develop ideas through use of a range of *resources* including journals, notebooks, observations, reading, research, talking to the target audience, and images.
		2.2	Identify the ***characteristics of the audience*** and ***purpose*** of the work intended for the audience.
		2.3	Evaluate possible ***form*** for work, taking into account audience and purpose.
		2.4	Identify criteria of the intended ***media***, and required standards for publication in order to provide an effective measure.
3.	Write draft text	3.1	Develop picture book and/or chapter book work through a series of appropriate writing techniques.
		3.2	Use drafting techniques to refine and develop work until it meets artistic and creative requirements.
		3.3	Evaluate chosen form and decide if appropriate for the work.
		3.4	Ensure that if a form has been used, the work meets the form requirements.
		3.5	Ensure that final draft of work has developed and refined original concept to a higher level.
4.	Produce final text.	4.1	Present work and document and incorporate feedback from relevant personnel.
		4.2	Redraft work and apply editing and proofreading skills, as required.
		4.3	Evaluate work against criteria and standards established at the outset to determine whether it successfully meets the requirements.
		4.4	Make final amendments and revisions to the work and submit to publications and/or audience, or meet deadlines for competitions.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Required skills:

- Communication and literacy skills sufficient to:
    - apply correct grammar, spelling and punctuation
    - analyse forms, audience and purpose
    - read material in a range of forms for younger children and discuss to inform own writing
    - apply redrafting skills
    - present drafts for workshopping and apply feedback
- Ability to take part in workshopping and critique works by other writers

- Technical skills sufficient to use word-processing applications and format a range of works to industry expectations
- Self-management and planning skills sufficient to: prioritise work tasks, meet deadlines, develop clear goals and outcomes, seek out and participate in professional development activities
- Learning skills sufficient to improve written drafts and final product through self-reflection and redrafting after feedback.
- Initiative and enterprise skills sufficient to:
  - Develop original, innovative and creative approaches to writing for younger children
  - Experiment with traditional forms and elements to develop a personal creative long-term vision for writing for younger children
  - Extend creative boundaries for self and audience
  - Find creative solutions to problems identified during the process of obtaining feedback
  - Locate and use resources to broaden own experience

Required knowledge:

- Issues and challenges involved in writing for younger children, knowledge of standards of literacy skills required for publication
- Intended audiences for content for younger children, and ways in which works can be performed or published
- Communication and inter-personal techniques required for workshopping
- Organisational and legislative OHS standards as they relate to working for periods of time on computers
- Copyright and intellectual property requirements as they relate to writing and publishing works

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Techniques may include:	• Writing process • English construction • Rhythm and rhyme • Repetition and sound • Editing • Graphic design and layout
Stylistic context may include:	• Entertainment • Organisation • Education • Individual
Cultural context may include:	• Language • Tone • Subject matter • Complexity • Literacy needs
Common literary devices may include:	• Imagery • Metaphor

- Simile
- Figurative language
- Storytelling
- Characterisation
- Dialogue
- Intertextuality

Resources may include:	- Research findings - Books - Internet - Journals and magazines - Dreams - Literature - Television/radio - Movies - Conversations with children - Conversations with teachers - Images - Multimedia - Artworks - Performances - Interviews
Characteristics of the audience may include:	- Target readership/audience - Demographic features - Gender - Age, specifically in a range of 3-9 years - Culture - Psychographic profiles - Reading and comprehension abilities
Purpose may include:	- Artistic - Income generation - Education - Professional outcome - Self-fulfilment - Personal development - Entertainment - Public event performance
Forms may include:	- Picture book story - Picture book in verse - Chapter book - Short nonfiction text - Performance script - Web-based content with other media included

Media may include:

- Magazines
- Ezines
- Published books/ebooks
- Newspaper
- Radio
- TV
- Literacy material
- Theatre
- Live performance
- Internet, e.g. educational resource, website etc

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	To be considered competent in this unit, the participant must demonstrate achievement of all of the elements of competency to the level defined by the associated performance criteria, using the required skills and knowledge. Specifically they must be able to: • Analyse the purpose of the writing task in relation to younger children • Determine the scope of the writing task • Conduct appropriate decision-making about the writing task in relation to the audience of younger children • Organise appropriate resources to facilitate achievement of the writing objective • Write the text using appropriate techniques to meet the agreed objectives • Undertake basic proofreading and editing of the drafted work • Provide the final writing product within agreed timelines and to the standards required by the key stakeholders

Context of and specific resources for assessment	• Assessment should be conducted in the classroom, or an actual workplace or a simulated writing environment
	 • Evidence should be collected over a period of time that is sufficient to include dealing with an appropriate range of writing tasks
	 • Assessment of this unit requires writing a range of fiction and/or nonfiction materials to the required specifications, such as:
	    - picture books
	    - chapter books
	    - performance pieces
	    critical analysis of published picture books or chapter books

Method(s) of assessment	• Assessment must include the writing of a range of works for younger readers to agreed specifications and may also include:

- Written and/or oral questions
- Analysis of picture books and chapter books
- Essays
- Oral presentations
- Assignments
- Portfolio of writing tasks
- Completed picture book text
- Completed chapter book text
- 3rd party reports

VU20887   Write comedy

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to write comedic scripts for TV, film and theatre, and for a range of other media.
	A writer of comedy must draw on a range of experiences, observations and research. The process involves conception, form, drafting, redrafting and consideration of the requirements of the media or performance platform.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements. (See Appendix 1)
Application of the Unit	Writers of comedy apply the skills and knowledge described in this unit. They work on a wide range of scripts for performance in a range of media and/or venues. They may also work on texts with a comedic element including novels, short stories, copywriting, advertising, children's stories, comic strips and animations.

ELEMENT

Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.

1. Analyse history and contexts of comedy.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1 Read examples of comedy scripts and texts, and watch examples in other media in order to examine *techniques, stylistic* and *cultural contexts*, purpose and audience.

1.2 Use appropriate information sources to critically analyse and discuss elements of comedy, structures, and use of *common literary devices* particular to these forms.

1.3 Investigate the relationships between performers and audience, and investigate the nature of comedic tropes and skills.

1.4 Discuss results of analysis and research with other writers, clients or industry professionals to determine the best approach to use.

1.5 Apply ideas, techniques and observations of craft elements to own comedy writing.

2.	Prepare to write comedy script/s.	2.1	Develop ideas through use of a range of *resources* including journals, notebooks, observations, reading, research, talking to industry professionals.
		2.2	Identify the *characteristics of the audience* and *purpose* of the work intended for the audience.
		2.3	Evaluate possible *form* for work, taking into account audience and purpose.
		2.4	Identify criteria of the intended *media*, and required standards for publication in order to provide an effective measure.
3.	Write draft script/s.	3.1	Develop short scripts and/or longer script through a series of appropriate writing techniques.
		3.2	Use drafting techniques to refine and develop work until it meets artistic and creative requirements.
		3.3	Evaluate chosen form and decide if appropriate for the work.
		3.4	Follow relevant occupational, health and safety procedures for prolonged writing activities
		3.5	Ensure that if a form has been used, the work meets the form requirements, and that the script is properly formatted.
		3.6	Ensure that final draft of work has developed and refined original concept to a higher level.
4.	Produce final script.	4.1	Present work and document and incorporate feedback from relevant personnel.
		4.2	Redraft work and apply editing and proofreading skills, as required.
		4.3	Evaluate work against criteria and standards established at the outset to determine whether it successfully meets the requirements.
		4.4	Make final amendments and revisions to the work and submit to publications and/or audience, or meet deadlines for competitions.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Required skills:

- Communication and literacy skills sufficient to:
    - apply correct grammar, spelling and punctuation
    - analyse forms, audience and purpose
    - read material in a range of forms and discuss to inform own writing
    - apply redrafting skills
    - present drafts for workshopping and apply feedback

- Ability to take part in workshopping and critique works by other writers
- Technical skills sufficient to use word-processing applications and format a range of scripts to industry expectations
- Self-management and planning skills sufficient to: prioritise work tasks, meet deadlines, develop clear goals and outcomes, seek out and participate in professional development activities
- Learning skills sufficient to improve written drafts and final product through self-reflection and redrafting after feedback.
- Initiative and enterprise skills sufficient to:
    - Develop original, innovative and creative approaches to writing comedy
    - Experiment with traditional forms and elements to develop a personal creative long-term vision for writing comedy
    - Extend creative boundaries for self and audience
    - Find creative solutions to problems identified during the process of obtaining feedback
    - Locate and use resources to broaden own experience

Required knowledge:

- Issues and challenges involved in writing comedy, knowledge of standards of literacy skills required for publication
- Intended audiences for comedy, and ways in which works can be performed or published
- Communication and inter-personal techniques required for workshopping
- Organisational and legislative OHS standards as they relate to working for periods of time on computers
- Copyright and intellectual property requirements as they relate to writing and publishing works

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Techniques may include:	- Writing process - English construction - Editing - Script layout
Stylistic context may include:	- Entertainment - Organisation - Corporate - Individual
Cultural context may include:	- Language - Tone - Subject matter - Complexity - Inappropriateness
Common literary devices may include:	- Comic perspectives - Exaggeration - Throughlines - Jokes - Comic premise - Figurative language - Storytelling

	• Characterisation
	• Dialogue
	• Intertextuality
Resources may include:	• Research findings
	• Books
	• Internet
	• Journals and magazines
	• Dreams
	• Literature
	• Television/radio
	• Movies
	• Attendance at live comedy events
	• Attendance at theatre events
	• Images
	• Multimedia
	• Artworks
	• Stand-up performances
	• Interviews
Characteristics of the audience may include:	• Target readership/audience
	• Demographic features
	• Gender
	• Age
	• Culture
	• Psychographic profiles
Purpose may include:	• Artistic
	• Income generation
	• Education
	• Professional outcome
	• Self-fulfilment
	• Personal development
	• Entertainment
	• Public event performance
Forms may include:	• Monologue
	• Dialogue
	• TV script – one-off or series
	• Standup script or routine
	• Performance/theatre script
	• Feature film script
	• Comic strip or graphic novel
	• Cartoons
	• Web-based content with other media included
Media may include:	• Magazines
	• Ezines

- Published books/ebooks
- Newspaper
- Radio
- TV
- Apps
- Theatre
- Live performance
- Internet

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	To be considered competent in this unit, the participant must demonstrate achievement of all of the elements of competency to the level defined by the associated performance criteria, using the required skills and knowledge. Specifically they must be able to: • Analyse the purpose of the writing task in relation to comedy • Determine the scope of the writing task • Conduct appropriate decision-making about the writing task in relation to the audience • Organise appropriate resources to facilitate achievement of the writing objective • Write the work using appropriate techniques to meet the agreed objectives • Undertake basic proofreading and editing of the drafted work • Provide the final writing product within agreed timelines and to the standards required by the key stakeholders
Context of and specific resources for assessment	• Assessment should be conducted in the classroom, or an actual workplace or a simulated writing environment • Evidence should be collected over a period of time that is sufficient to include dealing with an appropriate range of writing tasks • Assessment of this unit requires the provision of a range of writing specifications, such as: - scripts for standup comedy - scripts for TV or film - performance pieces of varying lengths - critical analysis of scripts and performed work
Method(s) of assessment	• Assessment must include the writing of a range of works to agreed specifications and may also include: - Written and/or oral questions - Analysis of comedy scripts - Essays - Oral presentations/performance of work - Assignments - Portfolio of writing tasks - Completed script - 3rd party reports

VU20888   Write journalism

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop a range of journalism articles suitable for publication.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification's Employability Skills Summary in which this unit is included, will assist in identifying employability skill requirements. (See Appendix 1)
Application of the Unit	This unit supports the attainment of skills and knowledge necessary for the successful performance as a writer of non-fiction feature articles in a range of media contexts.
	The writer may be working as an employee of a media outlet or as a freelance journalist writing commissioned or independently generated feature articles. These may range from humorous/light entertainment works to more serious personal, social, cultural or political expositions, and may vary in length from around 300 words and ranging up to longer works of around 5000 words.

ELEMENT	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*
1 Develop a concept suitable for publication as a feature article	1.1 Establish a ***concept*** that is either self-generated or commissioned by an employer, agent or editor
	1.2 Evaluate the viability of the concept as a publishable ***feature article***
	1.3 Analyse possible constraints and copyright issues to ascertain the ***ethics and legality*** of publishing the concept
	1.4 *Identify **target readership** and **market possibilitie**s*
2 Determine requirements for a feature article	2.1 Identify the content, scope and word count for the feature article
	2.2 Establish the form, style, tone and language with regard to content and target readership
	2.3 Identify potential ***research and information sources***.
	2.4 Source appropriate ***material and technical resources***.
	2.5 Establish the timelines and completion date, in consultation with the agent or editor

3 Prepare material for writing of feature article	3.1 Research a range of identified media sources for suitable material
	3.2 Conduct interviews with relevant **subjects**, if applicable
	3.3 Write preliminary notes from research material and interviews
	3.4 Follow relevant occupational health and safety procedures for prolonged writing activities
	3.5 Produce a first draft and proof-read the feature article
4 Complete writing of feature article	4.1 Evaluate the first draft for adherence to form, content, legality and target readership requirements in collaboration with agent or editor, if applicable
	4.2 Edit and revise the first draft, as required, to address the outcomes of the evaluation
	4.3 Present a final draft of feature article for publication

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:
- Apply creative thought processes to journalism writing
- Research, analyse and determine the suitability of content material
- Employer range of form and style to suit specific non-fiction content
- Edit and proofread texts to a publishable standard.

Required knowledge

- Occupational health & safety procedures relevant to writing
- Feature writing styles and techniques
- Non-fiction writing theories and the implications for writing.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Concept includes, but is not limited to:	• A single extended work, or a collection or anthology of smaller individual works, whose genres are either fiction, poetry or non-fiction, and can be presented as hardcopy print-based or electronic screen-based. Examples include:
	– novels,
	– short stories
	– poems
	– feature articles
	– essays
	– histories
	– biographies etc

Feature article is:	• A work of non-fiction varying in length and exploring or elaborating on news and current affairs events, or on issues impacting on personal, social, cultural, and political aspects of life. • Can be either humorous or dramatic in concept
Ethics and legality relate to:	• Journalists' code of ethics as stipulated by governments and institutions, media laws, and defamation and copyright laws
Target readership relates to	• the social, cultural, political or gender-based demographic for whom the content of the feature article is intended
Market possibilities means:	• identified media outlets, either hard copy or electronic, who would be interested in publishing the feature article for self-interest or commercial profit
Research and information sources may include:	• libraries • books • magazines • archives • websites • personnel relevant to concept
Material and technical resources may include:	• computer • Internet connection • voice recorder • telephone etc
Subjects may include:	• those people interviewed, with a relevance to the concept

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• To demonstrate competency in this unit, participants must achieve all the elements of the competency to the level defined by the associated performance criteria using the required knowledge and skills.
	• Specifically they must be able to:
	  − Analyse the purpose of the writing task
	  − Determine the scope of the writing task
	  − Develop a concept suitable for the writing task
	  − Identify requirements and plan for the writing task
	  − Prepare material for the writing task
	  − Complete the writing task

Context of and specific resources for assessment	• Assessment should be conducted in a simulated commercial writing environment
	• Evidence should be collected over the study period sufficient to ensure a range of feature article writing styles and concepts is experienced
	• Assessment of this unit requires writing a range of feature articles to the required specifications, such as:
	– local, national or international current affairs or politics
	– humorous or dramatic articles centring on the personal, social and cultural aspects of life
	– interview articles with people of note
Method of assessment	• Assessment for this unit must include the production of a range of written feature articles and may be complemented by:
	– classroom writing exercises
	– essays on the craft of feature article writing

VU20889   Write creative non-fiction material

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to write creative nonfiction for print and electronic publication, and for a range of other media. A writer of creative nonfiction must draw on a range of experiences, observations and research. The process involves conception, form, drafting, redrafting and consideration of the requirements of the media or performance platform. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements. (See Appendix 1)
Application of the Unit	Writers of creative nonfiction apply the skills and knowledge described in this unit. They work on a wide range of narratives from around 500 words to book-length works of up to 100,000 words. They may work on texts that could be published in print, ebooks, ezines, websites, blogs, social media, anthologies and collections, or submitted for competitions and awards.

ELEMENT

Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.

1.   Analyse examples of creative nonfiction.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1   Read examples of a variety of creative nonfiction in order to examine ***techniques, stylistic*** and ***cultural contexts***, purpose and audience.

1.2   Use appropriate information sources to critically analyse and discuss with stakeholders, elements of creative nonfiction, structures, and use of ***common literary devices*** particular to these forms.

1.3   Investigate the relationships between creative nonfiction, its **forms** and requirements of the **media**.

1.4   Discuss results of analysis and research with other writers, clients or industry professionals to determine the best approach to use.

1.5   Apply ideas, techniques and observations of craft elements to own creative nonfiction writing.

2. Prepare to write creative nonfiction.

   2.1 Develop ideas through organisation and use of a range of *resources* including journals, notebooks, interviews, writing exercises, observations, reading and research.

   2.2 Identify the *characteristics of the audience* and *purpose* of the work intended for the audience.

   2.3 Evaluate possible form for work, taking into account audience and purpose.

   2.4 Identify criteria of the intended media, and required standards for publication in order to provide an effective measure.

3. Write draft creative nonfiction.

   3.1 Develop creative nonfiction through a series of appropriate writing techniques.

   3.2 Follow relevant occupational health and safety procedures for writing activities.

   3.3 Use drafting techniques to refine and develop work until it meets artistic and creative requirements.

   3.4 Evaluate chosen form and decide if appropriate for the work.

   3.5 Ensure that if a form has been used, the work meets the form requirements.

   3.6 Ensure that final draft of work has developed and refined original concept to a higher level.

4. Produce final creative nonfiction.

   4.1 Present work and document and incorporate feedback from relevant personnel.

   4.2 Redraft work and apply editing and proofreading skills, as required.

   4.3 Evaluate work against criteria and standards established at the outset to determine whether it successfully meets the requirements.

   4.4 Make final amendments and revisions to the work and submit to publications and/or audience, or meet deadlines for competitions.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Required skills:

- Communication and literacy skills sufficient to:
    - apply correct grammar, spelling and punctuation
    - analyse forms, audience and purpose
    - read material in a range of forms and discuss to inform own writing
    - apply redrafting skills
    - present drafts for workshopping and apply feedback
- Ability to take part in workshopping and critique works by other writers

- Technical skills sufficient to use word-processing applications and format a range of works to industry expectations
- Self-management and planning skills sufficient to: prioritise work tasks, meet deadlines, develop clear goals and outcomes, seek out and participate in professional development activities
- Learning skills sufficient to improve written drafts and final product through self-reflection and redrafting after feedback.
- Initiative and enterprise skills sufficient to:
  - Develop original, innovative and creative approaches to writing creative nonfiction
  - Experiment with traditional forms and elements to develop a personal creative long-term vision for writing creative nonfiction
  - Extend creative boundaries for self and audience
  - Find creative solutions to problems identified during the process of obtaining feedback
  - Locate and use resources to broaden own experience

Required knowledge:

- Issues and challenges involved in writing creative nonfiction, knowledge of standards of literacy skills required for publication
- Intended audiences for creative nonfiction, and ways in which works can be published
- Communication and inter-personal techniques required for workshopping
- Organisational and legislative OHS standards as they relate to working for periods of time on computers
- Copyright and intellectual property requirements as they relate to writing and publishing works

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Techniques may include:	- Writing process - English construction - Editing - Redrafting
Stylistic context may include:	- Entertainment - Organisation - Historical - Corporate - Individual
Cultural context may include:	- Language - Tone - Subject matter - Complexity - Authenticity
Common literary devices may include:	- Simile and metaphor - Figurative language - Storytelling - Characterisation - Description - Dialogue - Setting and historical detail - Theme

- Intertextuality

Resources may include:
- Research findings
- Books
- Internet
- Journals and magazines
- Interviews
- Genealogical research
- Literature
- Television/radio
- Documentaries
- Images and photographs
- Multimedia
- Interviews

Characteristics of the audience may include:
- Target readership/audience
- Demographic features
- Gender
- Age
- Culture
- Psychographic profiles

Purpose may include:
- Artistic
- Income generation
- Education
- Historical record
- Professional outcome
- Self-fulfilment
- Personal development
- Entertainment

Forms may include:
- Memoir
- Autobiography
- Biography
- Short life stories
- Local history
- Family history
- Corporate history
- Community history
- Personal essays
- General essays
- Literary nonfiction/journalism
- Web-based content

Media may include:
- Magazines
- Ezines
- Published books/ebooks
- Anthologies

- Blogs and websites
- Newspaper
- Radio
- TV
- Apps
- Internet
- Mobile devices

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	To be considered competent in this unit, the participant must demonstrate achievement of all of the elements of competency to the level defined by the associated performance criteria, using the required skills and knowledge.
	Specifically they must be able to: • Analyse the purpose of the writing task in relation to creative nonfiction • Determine the scope of the creative nonfiction writing task • Conduct appropriate decision-making about the writing task in relation to the audience and form • Organise appropriate resources to facilitate achievement of the writing objective • Write the work using appropriate techniques to meet the agreed objectives • Present work for workshopping or professional feedback and incorporate into a new draft • Undertake basic proofreading and editing of the redrafted work • Provide the final creative nonfiction within agreed timelines and to the standards required by the key stakeholders

Context of and specific resources for assessment	• Assessment should be conducted in the classroom, or an actual workplace or a simulated writing environment
	• Evidence should be collected over a period of time that is sufficient to include dealing with an appropriate range of writing tasks
	• Assessment of this unit requires the provision of specifications for writing a range of creative nonfiction, such as:
	  - personal essays
	  - memoir or autobiographical writing
	  - biographical writing
	  - local or family history
	  - literary journalism

Method(s) of assessment	• Assessment must include the writing of a range of works to agreed specifications and may also include:
	  - Written and/or oral questions
	  - Critical analysis of creative nonfiction
	  - Essays

- Oral presentations
- Assignments
- Portfolio of writing tasks
- Completed creative nonfiction
- 3rd party reports

VU20890   Write short scripts

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to write scripts for TV, film and theatre, and for a range of other media.
	A writer of scripts must draw on a range of experiences, observations and research. The process involves conception, form, drafting, redrafting and consideration of the requirements of the media or performance platform.
	No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability Skills	This unit contains employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements. (See Appendix 1)
Application of the Unit	Writers of scripts apply the skills and knowledge described in this unit. They work on a wide range of scripts for performance in a range of media and/or venues. They may also work on or adapt texts with fiction and non-fiction elements including short stories, copywriting, advertising, children's stories, comic strips and animations.

ELEMENT

Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.

1. Analyse the contexts of writing short scripts.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1 Read examples of scripts for theatre, film and other performance media, and watch examples in order to examine *techniques, stylistic* and *cultural contexts*, purpose and audience.

1.2 Use appropriate information sources to critically analyse and discuss elements of script, structures, and use of *common literary devices* particular to these forms.

1.3 Investigate the relationships between performers and audience, and investigate the nature of performance and skills.

1.4 Discuss results of analysis and research with other writers, clients or industry professionals to determine the best approach to use.

1.5 Apply ideas, techniques and observations of craft elements to own script writing.

2.	Prepare to write script/s.	2.1 Develop ideas through organisation and use of a range of *resources* including journals, notebooks, observations, reading, research, talking to industry professionals.
		2.2 Identify the *characteristics of the audience* and *purpose* of the work intended for the audience.
		2.3 Evaluate possible *form* for work, taking into account audience and purpose.
		2.4 Identify criteria of the intended *media*, and required standards for publication in order to provide an effective measure.
3.	Write draft script/s.	3.1 Develop short scripts and/or longer script through a series of appropriate writing techniques.
		3.2 Use drafting techniques to refine and develop work until it meets artistic and creative requirements.
		3.3 Evaluate chosen form and decide if appropriate for the work.
		3.4 Follow relevant occupational, health and safety procedures for prolonged writing activities
		3.5 Ensure that if a form has been used, the work meets the form requirements, and that the script is properly formatted.
		3.6 Ensure that final draft of work has developed and refined original concept to a higher level.
4.	Produce final script.	4.1 Present work and document and incorporate feedback from relevant personnel.
		4.2 Redraft work and apply editing and proofreading skills, as required.
		4.3 Evaluate work against criteria and standards established at the outset to determine whether it successfully meets the requirements.
		4.4 Make final amendments and revisions to the work and submit to publications and/or audience, or meet deadlines for competitions.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Required skills:

- Communication and literacy skills sufficient to:
    - apply correct grammar, spelling and punctuation
- use correct script formatting for intended purpose
    - analyse forms, audience and purpose
    - read material in a range of forms and discuss to inform own writing
    - apply redrafting skills
    - present drafts for workshopping and apply feedback

- Ability to take part in workshopping and critique works by other writers
- Technical skills sufficient to use word-processing applications and produce a range of scripts to industry expectations
- Self-management and planning skills sufficient to: prioritise work tasks, meet deadlines, develop clear goals and outcomes, seek out and participate in professional development activities
- Learning skills sufficient to improve written drafts and final product through self-reflection and redrafting after feedback.
- Initiative and enterprise skills sufficient to:
  - Develop original, innovative and creative approaches to writing scripts
  - Experiment with traditional forms and elements to develop a personal creative long-term vision for writing scripts
  - Extend creative boundaries for self and audience
  - Find creative solutions to problems identified during the process of obtaining feedback
  - Locate and use resources to broaden own experience

Required knowledge:

- Issues and challenges involved in writing scripts, knowledge of standards of literacy skills required for publication
- Intended audiences for scripts, and ways in which works can be performed or published
- Communication and inter-personal techniques required for workshopping
- Organisational and legislative OHS standards as they relate to working for periods of time on computers
- Copyright and intellectual property requirements as they relate to writing, performing and publishing works

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

Techniques may include:	• Writing process • English construction • Editing • Script layout
Stylistic context may include:	• Entertainment • Organisation • Corporate • Individual
Cultural context may include:	• Language • Tone • Subject matter • Complexity • Inappropriateness
Common literary devices may include:	• Traditional theatrical techniques • Naturalistic and non naturalistic forms • Storylines • Dramatic premise • Dramatic structures • Figurative language • Storytelling

	• Characterisation
	• Dialogue
	• Intertextuality
Resources may include:	• Research findings
	• Books
	• Internet
	• Journals and magazines
	• Dreams
	• Literature
	• Television/radio
	• Movies
	• Attendance at live spoken word events
	• Attendance at theatre events
	• Images
	• Multimedia
	• Artworks
	• Interviews
Characteristics of the audience may include:	• Target readership/audience
	• Demographic features
	• Gender
	• Age
	• Culture
	• Psychographic profiles
Purpose may include:	• Artistic
	• Income generation
	• Education
	• Professional outcome
	• Self-fulfilment
	• Personal development
	• Entertainment
	• Public event performance
	• One-act or short play competitions
Forms may include:	• Monologue
	• Dialogue
	• TV script – one-off or series
	• Performance/theatre script
	• One-act play
	• Feature film script
	• Web-based content with other media included
	• Radio scripts

Media may include:	• Published books/ebooks of scripts
	• Radio
	• TV
	• Apps
	• Theatre
	• Live performance
	• Short and long film
	• Internet

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	To be considered competent in this unit, the participant must demonstrate achievement of all of the elements of competency to the level defined by the associated performance criteria, using the required skills and knowledge.
	Specifically they must be able to: • Analyse the purpose of the writing task • Determine the scope of the writing task • Conduct appropriate decision-making about the writing task in relation to the audience • Organise appropriate resources to facilitate achievement of the writing objective • Write the work using appropriate techniques to meet the agreed objectives • Undertake basic proofreading and editing of the drafted work • Provide the final writing product within agreed timelines and to the standards required by the key stakeholders
Context of and specific resources for assessment	• Assessment should be conducted in the classroom, or an actual workplace or a simulated writing environment • Evidence should be collected over a period of time that is sufficient to include dealing with an appropriate range of writing tasks • Assessment of this unit requires the provision of a range of writing specifications, such as: - scripts for live performance - scripts for TV or film or other media broadcast such as radio or internet - performance pieces of varying lengths - critical analysis of scripts and performed work
Method(s) of assessment	• Assessment must include the writing of a range of works to agreed specifications and may also include: - Written and/or oral questions - Analysis of scripts - Essays - Oral presentations/performance of work

- Assignments
- Portfolio of writing tasks
- Completed script
- 3rd party reports

Appendices

Appendix 1: Employability Skills

Qualification: 22203VIC Certificate IV in Professional Writing and Editing

The following table contains a summary of the employability skills for this course. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this course. The outcomes described here are broad industry requirements.

Employability Skill	Industry requirements for this course include the following facets:
Communication	• Discussing creative works in progress with colleagues • Explaining concepts of projected works to stakeholders • Making presentations to clients
Teamwork	• Collaborating with stakeholders in the creative process • Collaborate with other writers in a creative process • Reviewing writing materials developed by others
Problem solving	• Determining the style and layout for written works • Selecting writing content to suit the needs of a target audience • Adjusting draft materials to meet the writing objectives
Initiative and enterprise	• Initiating writing projects • Establishing a business profile as a freelance writer or editor • Identifying business opportunities for freelance articles, stories etc
Planning and organising	• Planning, implementing and administering projects • Establishing timelines to meet project objectives • Organising resources to support written work
Self-management	• Managing own work priorities within a professional practice • Improving skills as a freelance writer or editor • Avoiding relevant copyright infringements in developing material
Learning	• Maintain professional development through reading, • research and liaison with creative networks • Undertake detailed research into projected works • Undertake detailed research into cultural and historical associations of specific proposals.
Technology	• Accessing and using the internet for detailed research • Using desk-top publishing software to present written materials to a professional standard • Using electronic communication e.g. email, Skype, mobiles etc.

This table is a summary of employability skills that are typical of the outcomes of this course and should not be interpreted as being definitive.