22091VIC
Diploma of Professional Writing and Editing

1 January 2011 – 31 December 2015

22091VIC 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 2011 to 31 December 2015
22091VIC Accreditation extended to: 30 June 2019

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22091VIC Diploma of 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	September 2016	Course accreditation extended to 31st December 2017.
2	April 2012	As a result of course modification, 3 units have been added to the elective bank. These units are: • VU20832 Write fiction • VU20833 Coordinate editing and pre-production processes for a publication • BSBCRT403A Explore the history and social impact of creativity As a result of training package updates, the following units: • ICAD4209B Write content for web pages • CUVCOR04B Originate concept for own work and conduct critical discourse • CUVCOR13B Research and critically analyse history and theory to inform artistic practice have been replaced with • ICAWEB420A Write content for web pages • CUVPRP405A Develop and discuss ideas for own creative work • CUVRES401A Research history and theory to inform own arts practice These units are updated and equivalent. Please refer to ICA11 and CUV11 Training Packages on the National Register of VET, training.gov.au (TGA) website here for further details. Nominal hours for CUFRES401A Conduct research have been corrected to 30 hours. Minimum and maximum hours for 22091VIC now 595 – 840 hours **Transition** It is recommended that Registered Training Organisations make these units available to students enrolled on or after 1/07/2012.
1	1 January 2011	Initial release

Table of contents

Section C: Units of Competency 15

Appendices 53

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 - Arts/Entertainment and Recreation
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PO Box 218
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2.	**Address**	Department of Education and Early Childhood Development
Executive Director,
Pathways Participation and Youth,
GPO Box 266
Melbourne 3001.
3.	**Type of submission**	This course is being submitted for re-accreditation replacing 21675VIC Diploma of Professional Writing and Editing
4.	**Copyright acknowledgement**	Copyright of this material is reserved to the Crown in the right of the State of Victoria.

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The following units of competency:

- BSBADV510A Create mass electronic media advertisements
- BSBCRT402A Collaborate in a creative process
- BSBCRT403A Explore the history and social impact of creativity
- BSBDES402A Interpret and respond to a design brief
- BSBEBU401A Review and maintain a website
- BSBITU309A Produce desktop published documents
- BSBITU404A Produce complex desktop published documents
- BSBPMG510A Manage projects
- BSBPUB403A Develop public relations documents
- BSBSMB401A Establish legal and risk management requirements of small business
- BSBWRT401A Write complex documents

- BSBWRT501A Write persuasive copy

are from the BSB07 Business Services Training Package administered by the Commonwealth of Australia.

The following units of competency:

- CUSFIM501A Secure funding for projects
- CUSMCP302A Write song lyrics
- CUSWRT501A Write about music

are from the CUS09 Music Industry Training Package administered by the Commonwealth of Australia.

The following units of competency:

- CUVPRP405A Develop and discuss ideas for own creative work
- CUVRES401A Research history and theory to inform own arts practice

are from the CUV11 Visual Arts, Craft and Design Training Package administered by the Commonwealth of Australia.

The following units of competency:

- CUFCMP301A Implement copyright arrangements
- CUFDIG303A Produce and prepare photo images
- CUFIND201A Develop and apply creative arts industry knowledge
- CUFIND401A Provide services on a freelance basis
- CUFRES401A Conduct research
- CUFWRT301A Write content for a range of media
- CUFWRT401A Edit texts
- CUFWRT501A Write extended stories
- CUFWRT601A Write scripts
- CUFWRT602A Edit scripts

are from the CUF07 Screen and Media Training Package administered by the Commonwealth of Australia.

The following unit of competency:

- PSPPA501A Provide public affairs writing and editorial services

is from the PSP04 Public Sector Training Package administered by the Commonwealth of Australia.

The following unit of competency:

- ICAWEB420A Write content for web pages

is from the ICA11 Information and Communication Training Package administered by the Commonwealth of Australia.

5.	**Licensing and franchise**	
6.	**Course accrediting body**	Victorian Registration and Qualifications Authority Level 6, 35 Spring Street Melbourne Vic 3000 Telephone: 03 9637 2806 Facsimile: 03 9651 3266 Email: vrqa@edumail.vic.gov.au VRQA's website can be found here
7.	**AVETMISS information**	

	ANZSCO (Australian and New Zealand Standard Classification of Occupations)	212200 - Authors and book and script editors
	ANSZIC code (Australia and New Zealand Standard Industrial Classification – industry type)	9002 - Creative artists, writers, musicians and performers
	ASCED Code – 4 digit (Field of Education)	1007 - Communication and Media Studies
	National course code	22091VIC

8.	**Period of accreditation**	1 January 2011 – 31 December 2015

Section B: Course information

1.	**Nomenclature**	***Standard 1 for Accredited Courses***
1.1	**Name of the qualification**	22091VIC Diploma of Professional Writing and Editing
1.2	**Nominal duration of the course**	595 - 840 hours
2.	**Vocational or educational outcomes of the course**	***Standard 1 for Accredited Courses*** This course is designed to provide individuals with the skills and knowledge to work as professional writers and editors. There is a wide range of vocational opportunity for the exercise of writing and editing skills including technical writing , corporate writing, writing in electronic media, speechwriting, educational writing , creative writing in myriad forms, part-time journalism, copy editing, structural editing and publishing. Employment possibilities range from paid positions within the publishing, corporate or educational industries to freelance work as either writer or editor. Many persons combine their writing and editing skills with teaching or other public sector employment.
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 21675VIC Diploma of Professional Writing and Editing. In its project brief it noted that : *The qualification continues to be in demand by learners [but that] the training outlines in the existing course have been outpaced by communication convergence in screen and media. ..Accepted traditional skills development will be enhanced to cater for application in a range of electronic media. Clusters of units will be proposed to offer maximum flexibility in meeting emerging industry skills needs.* *This qualification aligns to the Maintaining the Advantage- Skills Victorians action under ' Getting Smarter' providing training to build skills where more advanced workplace skills are needed.* The need for professional level writing and editing skills is a long recognised requirement of sophisticated societies and cultures which is continuing to grow with the development of new forms of media. The Diploma of Professional Writing and Editing has been a consistently popular course and is delivered across a wide variety of public sector RTOs. The latest figures available are for 2007 and show an enrolment of 1220 students up from 1157 in 2006. Students enter the course for a number of reasons including skills enhancement and career change. A proportion of students enter the course to enhance their skills as creative writers and the course has traditionally emphasised their needs by offering an opportunity for peer review and assistance with works in progress.

As noted above there is a wide range of vocational opportunity for professional writers in Australia and overseas. International opportunities are expected to increase with the rapid development of electronic communication which is also offering new modes of expression.

The re-accreditation project brief emphasised the need to update the course by greater allowance for writing in electronic media.

During the re-development much greater use was made of the Australian Standards for Editing Practice than previously. In addition, greater emphasis was placed on consultation with the publishing and editing industry to ensure that employability skills were addressed in the course structure. A full description of the re-development is given in the following section *Review for reaccreditation.*

3.2 Review for re-accreditation

Standards 1 and 2 for Accredited Courses

The qualification was re-developed under the guidance of a project steering committee comprising :

Genevieve Wearne - VERVE (Chair)

Melissa Cranenburgh - Deputy Editor - The Big Issue

George Dunford - Freelance writer -Electronic media

Nathan King - Course Manager Chisholm Institute

Helen Putland - Course Manager - Goulburn Ovens TAFE

Clare Renner - Course Manager RMIT University

Ian Robinson -Freelance Writer

Hilary Rogers - Publisher - Hardie Grant Publishing

Irene Warfe - Course Manager - University of Ballarat

The course was developed under the guidance of David Trembath as accreditation adviser and project writer and under the management of the Curriculum Maintenance Manager for Arts/Recreation.

In addition to the needs identified in the Higher Education Skills Group project brief an analysis conducted by the accreditation adviser revealed a number of shortcomings in the existing course. These were :

- A lack of any specific or detailed editing units

- The presence of a very large unit VBP553 Refine writing and Editing Techniques - of 340 hours learning duration which required the provider to nominate the area of specialisation (genre of writing). This unit did not address editing skills in any real sense.

- A general need to update for the new requirements of employability skills and the credit matrix.

It was felt that the large volume of learning allocated to an ill-defined unit hampered both providers and students. In particular, it was felt to be inflexible and hindered the recognition of prior

learning (RPL) of students who failed to complete the unit despite an investment of significant learning time.

No written course evaluation material was available to the course writer or steering committee but steering committee members who taught on the course were able to cite verbal opinion from their individual industry advisory bodies to assist re-development.

A skills - knowledge profile of a professional writer and editor was drawn up by the steering committee and validated with industry. It was then matched to endorsed units taking into account the units comprising the existing qualification. A new unit *Refine Editing Skills* was developed drawn directly from the Australian Standards for Editing Practice. Additional editing units were also included from training packages. Another new unit *Refine Writing Skills* was developed emphasising the building on existing skills required in this qualification. Additional specialised units were developed by a teacher network under the editorship of the project writer and included in the electives structure.

The entry standards to the course were re-developed to emphasise the stand-alone nature of the qualification.

Following the development of the course structure key industry people were consulted and asked to identify the most significant requirements of a professional writer and/or editor seeking employment (Appendix 2) The feedback from these persons was incorporated into the course structure and form the core units.

The concept of skills clusters proved difficult to validate as there was no general agreement by industry. Accordingly, the course has been given a high proportion of electives which are grouped in clusters under generic titles. The choices for career directions are visible and should be clear to students but to assist them to select specialisations suitable unit groupings are listed in Appendix 3 Skills-Knowledge Profile.

At the conclusion of development the Diploma of Professional writing and editing has been updated through :

- The revision and updating of all units

- Greater focus on industry requirements in the core

- Increasing the number of electives

- Broadening the range of electives

- The inclusion of multimedia units

- The inclusion of editing units

- The development of a specific *Refine Editing* unit

- Increased recognition of learning through the removal of the overly lengthy *Refine Writing and Editing* unit

For further information see :

- Appendix 1 Employability Skills

- Appendix 2. Skills-Knowledge Profile

- Appendix 3 Transition Table

4.	**Course outcomes**	***Standards 1, 2 and 3 for Accredited Courses***

4.1 Qualification level

The Diploma of Professional Writing and Editing meets the Australian Qualification Framework descriptors for a qualification of this level in that it enables the individual to:

- Demonstrate the application of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas through detailed research entailed in the development of fiction and/or non-fiction works
- Analyse and plan approaches to technical problems or management requirements through the development of detailed action plans for the on-going development of writing projects to publication standard.
- Transfer and apply theoretical concepts and technical skills to a range of situations through the editing of unpublished works
- Evaluate information, using it to forecast and for planning purposes through the management of projects
- Take responsibility for own outputs in relation to broad quantity and quality parameters through the meeting of legal and ethical requirements in the writing and editing of works.

- Take limited responsibility for the achievement of group outcomes through collaboration with others in writing and editing projects

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 in 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

Successful completion of the Diploma of Professional Writing and Editing requires the successful completion of all core units (7) and 6 elective units selected from the 4 specialisation areas. Participants who do not complete all the requirements for the course will be issued with a Statement of Attainment listing the unit(s) attained.

22091VIC Diploma of Professional Writing and Editing

Unit of competency code	Field of Education code (6-digit)	Unit of competency	Pre-requisite	Nominal hours
CORE				
BSBPMG510A	-	Manage projects	-	60
CUFIND201A	-	Develop and apply creative arts industry knowledge	-	20
CUFIND401A	-	Provide services on a freelance basis	-	30
CUFWRT402A	-	Write extended stories	-	40
VU20276	100705	Write non-fiction	-	50
VU20277	100705	Refine writing skills	-	120
VU20278	100705	Refine editing skills	-	120
			Core total nominal hours	**440**
ELECTIVES				
Choose 6 elective units from the 4 specialisation areas.				
Specialist writing areas				
BSBPUB403A	-	Develop public relations documents	-	80
BSBWRT401A	-	Write complex documents	-	50
BSBWRT501A	-	Write persuasive copy	-	50
CUFWRT601A	-	Write scripts	-	50
CUSMCP302A	-	Write song lyrics	-	30
CUSWRT501A	-	Write about music	-	50
PSPPA501A	-	Provide public affairs writing and editorial services	-	60
VU20279	100705	Write for children and young adults	-	50
VU20280	100705	Develop a novel to a second draft	-	50
VU20832		Write fiction	-	60
VU20833		Coordinate editing and pre-production processes for a publication	VU20278	60

		Writing and editing for electronic media		
BSBADV510A	-	Create mass electronic media advertisements	-	50
BSBEBU401A	-	Review and maintain a website	-	50
CUFWRT301A	-	Write content for a range of media	-	40
CUFWRT602A	-	Edit scripts	-	50
ICAWEB420A	-	Write content for web pages	-	30
Industry skills				
BSBCRT402A	-	Collaborate in a creative process	-	40
BSBCRT403A		Explore the history and social impact of creativity	-	50
BSBSMB401A	-	Establish legal and risk management requirements of small business	-	60
CUFRES401A	-	Conduct research	-	30
CUFWRT401A	-	Edit texts	-	30
CUFCMP301A	-	Implement copyright arrangements	-	20
CUSFIM501A	-	Secure funding for projects	-	70
CUVPRP405A		Develop and discuss ideas for own creative work	-	60
CUVRES401A		Research history and theory to inform own arts practice	-	70
BSBDES402A	-	Interpret and respond to a design brief	-	20
Photography and desktop publishing				
BSBITU309A	-	Produce desktop published documents	-	50
BSBITU404A	-	Produce complex desktop published documents	-	50
CUFDIG303A	-	Produce and prepare photo images	-	20
			Total nominal hours	**595 - 840**

| 5.2 Entry requirements | ***Standard 9 for Accredited Courses*** |
| | Entrants to the Diploma of Professional Writing and Editing are required to demonstrate : |

- An ability to write short works (c.1,000 words) suitable for publication in any media
- An ability to correct another's written work for grammar, punctuation and appropriate use of language
- Broad reading experience
- An ability to provide an objective critique of another's written work in a positive manner to assist re-writing
- Basic computer skills

Entry to a course may require presentation of a folio of written work

Persons who lack the abilities noted above may be advised to complete suitable preparatory courses.

It should be noted that persons wishing to embark on a career in creative writing are best advised to enter the course after acquiring broad life experience.

A level of 4 on the Australian Core Skills Framework (ACSF) is recommended for entry to this course. The Framework covers the core skills of Learning, Literacy, Numeracy and Oral Communication. Full details, descriptors and tests can be found on the Department of Education and Training website here. Students may enter below this level at the discretion of the RTO.

6. Assessment

| 6.1 Assessment strategy | ***Standard 10 for Accredited Courses*** |
| | Assessment strategies for the ***22091VIC Diploma of Professional Writing and Editing*** must comply with Standard 1 of the *Australian Quality Training Framework (AQTF) 2007: Essential Standards for Registration.* |

This standard ensures assessment strategies meet requirements of the course and have been developed in consultation with industry stakeholders.

Assessment strategies must therefore ensure that:

- all assessments are valid, reliable and flexible and fair
- learners are informed of the context and purpose of the assessment and the assessment process
- feedback is provided to learners about the outcomes of the assessment process and guidance given for future options
- time allowance to complete a task is reasonable and specified to reflect the industry context in which the task takes place

Assessment strategies should be designed to:

- cover a range of skills and knowledge required to demonstrate achievement of the course aim

- collect evidence on a number of occasions to suit a variety of contexts and situations
- be appropriate to the knowledge, skills, methods of delivery and needs and characteristics of learners
- assist assessors to interpret evidence consistently
- recognise prior learning
- be equitable to all groups of learners

Assessment methods emphasising the application of learning must include

- practical demonstrations of artistic techniques in a studio or simulated environment
- written and/or oral questioning/discussion

For assessment of units of competency specifically written for this course the assessment strategy to be adopted is identified within the unit descriptor and includes :

- written reports or presentations
- review of portfolios of evidence
- direct questioning combined with review of portfolios of evidence by third party reports
- evaluation of research work
- review of professional portfolios
- critique of proposed works

A holistic approach to assessment, by combining the assessment of more than one unit, is encouraged to better replicate working practice and reduce the potential for over assessment.

Assessment of endorsed units of competency from training packages must be assessed in accordance with the assessment guidelines of the relevant training package.

The AQTF 2007 imposes requirements on RTOs about Recognition of Prior Learning (RPL). Information and support needs to be provided to applicants so they can gather reliable evidence to support their claim for recognition of competencies held regardless of how, when or where the learning occurred. However, if a gap is found in the candidate's competence, pathways may include action to address the gap.

6.2	Assessor competencies

Standard 12 for Accredited Courses

Assessment should be consistent with the requirements of Standard 1.4 of the *Australian Quality Training Framework (AQTF) 2007 Essential Standards for Registration.*

RTOs must ensure assessments are conducted by a person who has:

i) the following competencies:

- TAASS401A/C Plan and organise assessment
- TAASS402A/C Assess competence

- TAASS404A/B Participate in assessment validation

ii) or be able to demonstrate equivalent competencies

iii) Vocational competencies equal or superior to those being assessed.

If a person does not have the assessment competencies and vocational competencies described above, a person who does have the assessment competencies and one or more people with the relevant vocational competencies may work together to conduct assessments.

Assessment of units imported from Training Packages must reflect the requirements of the Assessment Guidelines for that Training Package.

7. Delivery

7.1 Delivery modes

Standard 11 for Accredited Courses

There are no restrictions on offering the program on either a full-time or part-time basis.

Delivery methods should allow for self-directed development and achievement, high level and independent judgement and taking accountability for outputs.

The outcomes of this course emphasise creativity and project management in equal measure. It is strongly suggested that a project based approach be taken to the delivery of the Diploma of Professional Writing and Editing. The emphasis throughout the course should be on allowing the student to achieve a sophistication of outcome commensurate with that required of a published author or editor. Particular attention should be paid to ensuring that the student has access to a broad range of fellow practitioners to allow informed input and to encourage positive and professional criticism of works in progress.

595 - 840 hours are the anticipated hours of supervised learning deemed necessary to adequately present the educational material of the course. A significant number of additional hours of unsupervised learning are expected, including research, to support successful course completion.

Some areas of content may be common to more than one unit/element/performance criteria and therefore integration may be appropriate. A holistic approach to delivery and assessment should be encouraged.

7.2 Resources

Standard 12 for Accredited Courses

General facilities, equipment and other resources required to deliver the ***22091VIC Diploma of Professional Writing and Editing*** include:

- Training facilities and equipment
- Access to computers and internet
- Access to working professionals and creative arts networks
- Relevant texts and references

Standard 1, Element 1.4 of the *Australian Quality Training Framework (AQTF) 2007 Essential Standards for Registration* or any replacement standard as approved by the National Quality Council regarding competence of staff involved in delivery provides guidance on the vocational competency requirements for teachers/trainers.

8. Pathways and articulation

Standard 8 for accredited courses

Persons satisfactorily completing endorsed units of competency taken from training packages will receive credit for those competencies when undertaking qualifications that contain them.

A number of articulation arrangements have been negotiated between specific TAFE providers and higher education courses. At time of submission they were :

Ballarat University

Diploma of Professional Writing and editing is offered in a dual award with the Bachelor of Arts

Deakin University

Credit into university professional and creative writing program. Amount of credit is determined by specific individual units successfully completed.

Chisholm Institute/Monash University

Diploma is offered in a joint award with BA in Communication

RMIT University

Credit is given into the Bachelor of Creative Writing, the Bachelor of Communication (Public Relations) and the Bachelor of Communication (Journalism). Credit depends on the specialisations undertaken at Diploma level.

Students and RTOs are advised to contact each institution to determine any special requirements that may exist.

9. Ongoing monitoring and evaluation

Standard 13 for accredited courses

The *22091VIC Diploma of Professional Writing and Editing* will be maintained and monitored by the Curriculum Maintenance Manager for Arts/Recreation.

The CMM will organise and convene an appropriate course advisory group at mid-point of its accreditation period, the membership of which will comprise:

- Industry representatives
- Past or present students
- Relevant industry advisory bodies
- Provider representatives

Feedback will be sought from the broader writing and editing community and other providers offering the course as part of the review process. Data will be gathered using student satisfaction surveys, teacher critique and industry consultation.

The group will:

- Review the implementation of the course
- Provide advice on changing industry training requirements
- Monitor and evaluate course standards, delivery and assessment
- Recommend changes to the program.

Recommendations for significant changes to the course resulting from course monitoring and evaluation procedures will be reported to the VRQA.

Course maintenance and review procedures may also indicate that the course in total should be expired if a suitable qualification becomes available through the development, review or continuous improvement process of a training package.

Section C: Units of Competency

Imported units from training packages are accessible from the National Register of VET, training.gov.au (TGA) website [here](#)

BSB07 Business Services

BSBADV510A	Create mass electronic media advertisements
BSBCRT402A	Collaborate in a creative process
BSBCRT403A	Explore the history and social impact of creativity
BSBDES402A	Interpret and respond to a design brief
BSBEBU401A	Review and maintain a website
BSBITU309A	Produce desktop published documents
BSBITU404A	Produce complex desktop published documents
BSBPMG510A	Manage projects
BSBPUB403A	Develop public relations documents
BSBSMB401A	Establish legal and risk management requirements of small business
BSBWRT401A	Write complex documents
BSBWRT501A	Write persuasive copy

CUF07 Screen and Media

CUFCMP301A	Implement copyright arrangements
CUFDIG303A	Produce and prepare photo images
CUFIND201A	Develop and apply creative arts industry knowledge
CUFIND401A	Provide services on a freelance basis
CUFRES401A	Conduct research
CUFWRT301A	Write content for a range of media
CUFWRT401A	Edit texts
CUFWRT402A	Write extended stories
CUFWRT601A	Write scripts
CUFWRT602A	Edit scripts

CUS09 Music

CUSFIM501A	Secure funding for projects
CUSMCP302A	Write song lyrics
CUSWRT501A	Write about music

CUV11 Visual Arts, Crafts and Design

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

PSP12 Public Sector

PSPPA501A	Provide public affairs writing and editorial services

Units of competency developed for this course:

VU20276	Write non-fiction
VU20277	Refine writing skills
VU20278	Refine editing skills
VU20279	Write for children and young adults
VU20280	Develop a novel to a second draft
VU20832	Write fiction
VU20833	Coordinate editing and pre-production processes for a publication

VU20276 Write non-fiction

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop works of non-fiction 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
Application of the Unit	This unit supports the attainment of skills and knowledge required for competent performance as a writer of non-fiction in a range of contexts including popular media. The writer may be working to meet the requirements of a commissioned piece or independently. Guidance from an editor may play a significant role in the refinement of the final product. The work carried out would normally be of a high degree of sophistication and would be rigorously tested for accuracy.
	A work of non-fiction may be a short piece of several hundred words ranging to an extended work of 10-15,000 words in length.

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	Develop a concept suitable for a ***work of non-fiction***	1.1 ***Concept*** is explored with regard to purpose, desired outcome and understanding of the market
		1.2 Possible ***constraints*** are identified and examined to determine feasibility of concept
		1.3 Audience is determined and potential markets are researched.
		1.4 Discussion of concept is initiated with industry colleagues and specialists in the field, and feedback is sought
		1.5 Proposal for development of non-fiction work is developed.

2	Clarify project requirements	2.1	**Research** requirements for the work of non-fiction are identified
		2.2	Developmental stages for the work are formulated.
		2.3	A timeline for the completion of the work is agreed with commissioning agents or editors if applicable.
		2.4	Social, ethical and environmental impacts of the approaches/concepts are considered
		2.5	Potential copyright issues are considered and explored
		2.5	**Resource requirements** to complete project are identified
3	Plan writing	3.1	**Format** of work is decided on after research and experimentation and in consultation with **relevant personnel**
		3.1	Structure of the work is determined
		3.2	Outline of the work is developed
		3.3	Style and tone appropriate to the audience are considered
4	Develop draft	4.1	Non-fiction narrative is developed with consideration given to the nature and format of the project
		4.2	Concept is re-evaluated and refined as necessary
		4.3	Draft is reviewed and evaluated against purpose and desired outcome
		4.4	Additional requirements or modifications are made in consultation with relevant personnel.
		4.5	Amendments are made to writings as required
		4.6	Draft is checked using appropriate editing techniques.

REQUIRED SKILLS AND KNOWLEDGE

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

Skills

- Ability to collect, compile and record raw material as the basis of a non-fiction work
- Ability to create a narrative suitable for a work of non-fiction
- Ability to organise material.

- Ability to pitch a concept or idea

- Ability to plan a complex writing project

- Ability to write a proposal

- Communication skills sufficient to undertake interviews and to work with other people

- Research skills sufficient to undertake archival research, electronic searches and case study approaches

- Interview skills sufficient to easily and effectively communicate with interview subjects

- Writing and editing skills sufficient to produce an extended work using correct style, grammar, proof correction and revision.

Knowledge

- Good knowledge of the markets that exist for non-fiction works

- A general knowledge of marketing and distribution strategies

- A detailed knowledge of the range of writing techniques and editing most appropriate to works of non-fiction

- A detailed knowledge of different sources for research

- A good knowledge of legislation governing copyright and ownership of material

- A good knowledge of legislation governing privacy provisions

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.

Non-fiction works include but are not limited to:

- academic writing
- autobiographies
- biographies
- briefing papers
- educational and informative works
- essays for publication
- family histories
- feature articles
- investigative reporting
- journalistic pieces
- local histories
- magazine articles
- memoirs
- newspaper articles
- reports
- reviews
- scientific writing
- speeches
- technical writing
- works of literary non-fiction

Concepts may be informed by:	• the subject matter • the proposed audience • demands of the market • writer's vision for the work
Constraints include but are not limited to:	• research requirements • complexity of topic • format of the work • budget • timeframe • availability of information
Research includes but is not limited to:	• researching information in books, journals, newspapers, internet • interviews with people who have relevant expertise or knowledge • observation and / or personal experience • travel to relevant places
Resource requirements include but are not limited to:	• time available • travel costs • research fees • equipment costs • government fees and charges
Format includes but is not limited to*:*	• the medium • the structure of the work • style of production • the length of the work
Relevant personnel include but are not limited to:	• editors • publishers • people with specialised knowledge • other writers • industry mentors • teachers

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	• Detailed knowledge of research techniques. • Ability to develop a concept for a particular audience • Knowledge of the current state of the non-fiction market

- Ability to develop a work of non-fiction from concept to written draft.
- Ability to experiment with a range of formats and approaches to writing the non-fiction material.
- Knowledge of writing and editing techniques
- Ability to consult and make use of feedback

Context of and specific resources for assessment	- Access to a broad range of non-fiction writings - Access to industry knowledge and feedback - Access to facilities suitable for writing and workshopping - Access to appropriate software
Method of assessment	Assessment may be based on : - written or oral questioning to determine knowledge of the non-fiction market - evaluation of a draft of an extended work of non-fiction (around 10,000 words) OR - evaluation of five short pieces of non-fiction (500-1,000 words) - review of the concept development process through observation, journal or oral reporting - evaluation of the drafting process through observation, journal or oral reporting

VU20277 Refine writing skills

Unit Descriptor	This unit covers the knowledge and skills required to research and experiment with writing techniques in a range of media. 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
Application of the Unit	This unit supports the attainment of skills and knowledge required for competent performance as a writer in a range of contexts. It emphasises the necessity of experimentation for the continuing refinement of skills. The work carried out would normally be extended in nature and of a high degree of sophistication in execution. The work would normally be carried out independently although guidance from an editor or commissioning agent may play a significant role in the refinement of the final product.

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 Inform work through experimentation with writing techniques and media	1.1 The potential for new approaches to writing is evaluated in terms of the capability of ***techniques*** already used by writer.
	1.2 New techniques are selected for specific effects and introduced into writing.
	1.3 Relevant approaches by other writers are ***researched,*** adapted and used with due consideration of ***intellectual property, moral rights and copyright requirements***
	1.4 Feedback is sought from fellow practitioners or informed others as to the effectiveness of particular experiments

2	Develop and refine a concept for a piece of work	2.1	A **concept** for the projected work is developed based on the purpose of the work and its intended audience.
		2.2	Writing techniques suitable for the concept are evaluated against feedback from experimentation
		2.3	A concept is documented.
		2.4	Feedback is sought from appropriate others and concept is refined where necessary
3	Determine and organise resource requirements for work	3.1	**Resource requirements** necessary for the development of a piece of extended work are clarified
		3.2	**Constraints** that may impact on the development of work are evaluated
		3.3	Concept is amended or renegotiated in terms of available resources where necessary.
4	Plan the writing	4.1	Writing tasks are planned to reflect the concept, constraints and available resources of the project
		4.2	Writing tasks are organised and developed into an ordered sequence of deadlines
		4.3	All resources required to deliver the product are organised
		4.4	A timeline for the completion of the product is agreed with commissioning agents or editors if necessary
5	Complete writing	5.1	**Writing** is completed using techniques and media selected from research and experimentation
		5.2	The potential for changes in the use of techniques is evaluated and responded to where necessary
		5.3	The concept is refined where necessary based on the writer's on-going experiences with the production of writing
		5.4	Writing meets professional levels of execution including attention to grammar, vocabulary, style, presentation and time frame

Required Skills and Knowledge

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

Skills

- An ability to research information to inform experimentation in writing
- An ability to write extended work using appropriate style, grammar, responding to proof correction and revision
- An ability to apply appropriate techniques to a specific writing task

- An ability to apply creative thinking to writing

- An ability to experiment in the developing and refining of concepts for writing

Knowledge

- A knowledge of writing theories and their application

- A knowledge of the writing techniques most appropriate for particular purposes.

- A knowledge of the historical and theoretical contexts for writing styles and techniques

- A knowledge of the copyright, moral rights and intellectual property issues associated with 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.

Techniques include but are not limited to :	• styles of writing eg first person narration, third person narration, historic, academic, stream of consciousness, post-modern, creative, poetic, descriptive, pastoral, heroic, rhetorical , declamatory and so on • editing techniques applied to a work to make it more concise or to meet publishing requirements • graphic design applied to text or integrated with text
Research includes but is not limited to :	• seeking out information and stylistic elements in books, journals, newspapers or on the internet • visiting exhibitions, museums, libraries • conducting experiments and tests with techniques • attending lectures and talks • approaching individuals with relevant expertise • travelling • interviews
Intellectual property, moral rights and copyright requirements include but are not limited to :	• protocols for the adaptation of work by others • extent to which a work may be used • procedures for seeking permission to use the work of others including systems for the administration of copyright
Concepts may be informed by :	• the project brief • the subject matter or theme of the writing

- the relationship of the writing to a theoretical and historical context
- elements, principles and conventions of writing
- a writer's personal creative vision

Resource requirements include but are not limited to :

- detailed documentary research
- interview costs
- travel
- graphic design expenditure
- time available
- personal expenses
- research fees
- government fees and charges

Constraints include but are not limited to :

- budget
- timeframe
- availability of subject material
- style of writing
- subject matter
- media

Writing includes but is not limited to :

- Corporate writing
- Non-fiction
- Journalism
- Scientific/technical writing
- Histories
- Novels
- Short stories
- Public relation pieces
- Press releases
- Playwriting
- Screenwriting
- Comedy Writing
- Adaptations
- Poetry
- Education texts
- Writing for the web
- Writing for digital media
- Commissioned pieces
- Freelance work

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	The demonstrated ability to: • experiment with a range of writing techniques • respond positively and effectively to informed criticism • develop and refine concepts for pieces of writing which take into account constraints and resources • plan and deliver writing products which meet a professional level of completion
Context of and specific resources for assessment	• Assessment of this unit requires satisfactory completion of one extended piece of work (8-10,000 words) or three smaller pieces (2,500 -3,000 words each) as well as classroom exercises.
Method of assessment	The following assessment methods are suggested to complement the major assessment. They are not a mandatory list. • Observation of the student performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies. • Written and/or oral questioning to assess knowledge and understanding. • Completion of a writing portfolio. • Third-party reports from experienced practitioners.
Guidance information for assessment	Evidence should be collected over a set period of time sufficient to complete a range of writing tasks and within the nominal hours set for this unit.

VU20278 Refine editing skills

Unit Descriptor	This unit covers the knowledge and skills required to apply advanced editing skills to a range of texts in different media. This unit addresses the skills and knowledge to do with issues of substance and structure in a 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
Application of the Unit	This unit supports the attainment of skills and knowledge required for competent performance as an editor in a range of contexts. The work carried out would normally be extended in nature and of a high degree of sophistication in execution.
	The work would normally be carried out independently although guidance from a senior editor or publisher may play a significant role in the refinement of the final product.
	Editing in this context is taken to be the editing of text. Working across different platforms will involve working with technical specialists.

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 Appraise the suitability of written material for a specific purpose or readership.	1.1 Broad ***characteristics of the readership*** and the ***publication*** are clarified
	1.2 Length, structure and focus are evaluated against the requirements of the intended readership and the publication
	1.3 ***Quality of writing*** is assessed in terms of basic editing required
	1.4 Promotional aspects of the publication are identified
2 Liaise closely with author and/or client to	2.1 Appraisal of text is discussed with author and/or client to establish broad editing approach

	make all significant substantive editing decisions	2.2	Actions necessary to achieve a complete and coherent text are established in outline
		2.3	Questions of balance are addressed where necessary and any legal issues identified.
		2.4	Broad action plan and the roles of the writer and editor are clarified.
3	Undertake substantive editing of a text	3.1	Text is restructured and reworded where necessary and material added or deleted
		3.2	Paragraphing, emphasis and lists are added if necessary to help readers scan the text.
		2.3	Headings and *other labelling devices* are added where necessary with attention to relevance, logical grading, consistency and appropriateness
		3.4	*Supplementary material* is added where required
4	Undertake editing of the style of the text	4.1	Language is edited for consistency, appropriateness and clarity
		4.2	Reading level, terminology and formality of language are edited to render them appropriate to publication and readership
		4.3	Punctuation and grammar are checked for consistency and adherence to determined protocols
		4.4	Conventions for quoting material are maintained throughout
5	Edit for completeness and consistency	5.1	*Parts of the text* are edited for consistency and internal integrity
		5.2	*Cross-references and links* are checked for accuracy and completeness
		5.3	Screen-based publications are tested for *performance* and usability
		5.4	*Format and layout* are checked against any design specifications and checked for consistency

Required Skills and Knowledge

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

Skills

- Ability to edit written work for clarity of expression
- Ability to edit written work for tone and consistency
- Ability to edit written work for grammar, style and punctuation
- Ability to work with others
- Ability to develop clear action plans
- Ability to use word processing software

Knowledge

- A knowledge of the steps in the publishing process
- A knowledge of standard industry practices for both paper-based and screen-based publications
- A knowledge of Australian publication styles
- A knowledge of conventions for citing resources and research
- A knowledge of standard symbols for text mark-up and proof correction
- A basic knowledge of the essential legal issues involved in copyright, intellectual property and libel.

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.

Characteristics of the readership may include but are not limited to :	• Age, reading level, educational level, special interests, known preferences in style and content and income
Publications may include but are not limited to :	• Print-based works (eg books , reports, pamphlets) or screen-based (eg web site, blog, CD or DVD
Quality of writing may include but is not limited to :	• Consistency of authorial voice, consistency and appropriateness of style, grammar and punctuation , maturity of expression and content, evidence of adequate research, internal plausibility, ability to maintain reader's interest

Other labelling devices may include but are not limited to :	• Menus, buttons, hyperlinks, headers and footers
Supplementary material may include but is not limited to :	• Maps, chronological tables, glossaries, genealogical tables and a list of further reading
Parts of the text may include but are not limited to :	• Preliminary matter (cover, title page, table of contents, acknowledgements, summary) • Body (text, tables, illustrations, captions, notes) • Endmatter (appendices, glossary, references, bibliography and index)
Cross-references and links may include but are not limited to :	• Within the text • Between the text and illustrations • Between table of contents and the heading, texts and page numbers
Performance may include but is not limited to :	• Links, buttons, menu selection, navigation routes and interactivity
Format and layout may include but are not limited to :	• Type sizes and style, line lengths, alignment and design features

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	The demonstrated ability to: • plan and deliver edited products which meet a professional level of completion • work with others to bring written work to publication standard.
Context of and specific resources for assessment	• Assessment of this unit requires satisfactory completion of three edited pieces (2,500 -3,000 words each) as well as classroom exercises. Providers will need to be active in providing work suitable for editing. Where possible, students should be encouraged to work together on projects with some persons taking responsibility for writing and others taking responsibility for the editing of the final product.

Method of assessment	See above for suggestions regarding holistic and group assessment.
.	The following assessment methods are suggested to complement the major assessment. They are not a mandatory list.

- 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, planning and realising an editing task

- Written and/or oral questioning to assess knowledge and understanding.

- Completion of an editing portfolio.

  For example, an editing portfolio of research, drafts, revisions and edits and final copy of a range of written tasks undertaken over a period of time

- Third-party reports from experienced practitioners.

  For example, a letter of support from a publisher on the student's work.

VU20279 Write for children and young adults

Unit Descriptor	This unit covers the knowledge and skills required to work as a writer for children.
	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
Application of the Unit	This unit supports the attainment of skills and knowledge required for competent performance as a writer of works for children. The work carried out would normally be applied to working as a freelance or commissioned writer on works developed for and marketed to children.
	The work would normally be carried out independently although guidance from an editor or commissioning agent may play a significant role in the refinement of the final product.

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 Research current market	1.1 Publishers and developers of works for children are identified
	1.2 Market demographics are analysed
	1.3 Current *delivery platforms* for children's writing are identified
	1.4 A range of *works* written for children is examined
	1.5 Relevant approaches by other writers are researched
2 Create concept for a children's work	2.1 A *concept* for the projected work is developed based on the purpose of the work and the age of the audience
	2.2 Feedback is sought from *relevant personnel* and concept is refined where necessary

2.3   Alternative delivery platforms are investigated and evaluated based on the purpose of the work, research findings and the age of the audience

2.4   Opportunities for *cross platform* applications are identified

2.5   *Format* suitable for the purpose of the work and the age of the audience is considered and decided on.

2.6   Writing techniques suitable for the concept are developed through experimentation

3	Write material	3.1	Writing is planned based on the concept, and with regard to any constraints imposed by the audience and choice of platform and format
		3.2	Material is developed using techniques and media selected from research and experimentation
		3.3	Choices are made regarding style and language
		3.4	Narrative suitable to the format and *genre* of the work and to the age and needs of proposed audience is developed
		3.5	Characters suitable to the age and developmental stage of audience are developed
		3.6	Theme is woven into narrative
4	Revise material	4.1	Feedback on written material is sought from *relevant personnel*
		4.2	Concept is refined where necessary, based on feedback and the writer's on-going experiences with the production of writings for children
		4.3	Writing techniques are reviewed, edited and refined as necessary
		4.4	Written work meets professional levels of execution including attention to style, presentation and time frame

Required Skills and Knowledge

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

Skills

- Ability to generate concept for a work suitable for children
- Ability to workshop and develop age-appropriate stories
- Writing and editing skills sufficient to produce a written work for children
- Ability to recognise most suitable platform and format for work
- Ability to develop plot, characters and theme that will engage proposed audience
- Ability to create dialogue suitable for proposed audience
- Communication skills sufficient to:
    - Work collaboratively with editors, illustrators, designers, animators etc. to develop the work
    - Request and respond to constructive feedback
    - Understand and respond to a brief
- Self-management and planning skills sufficient to:
    - Prioritise work tasks
    - Create and manage timelines
    - Seek expert assistance when necessary.

Knowledge

Knowledge of:

- stages of development in children's reading interests and abilities
- conceptual levels of understanding of children at different ages
- language, structure and formats of works suitable for writing for children
- trade and educational markets
- genres of fictional works written for children
- alternative platforms for children's writing
- trends in children's writing
- publishing houses that specialise in works for children
- national and international journals specialising in discussing works written for children
- wider forums and networking opportunities for children's writers

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.

The term *delivery platform* includes but is not limited to:	• print media • internet • CD/DVD • film • television • games console • mobile phone
The term *work* can include but is not limited to:	• junior novels • picture books • graphic texts • non-fiction books • magazine articles and stories • comics • film/TV scripts • game scripts • electronic books
Concepts may be informed by:	• the subject matter • the age of the audience • demands of the market • writer's vision for the work • publisher's brief
Format includes but is not limited to:	• structure of the work • style of production • the length of the work
Relevant personnel include but are not limited to:	• child audience • editors • publishers • illustrators • designers • animators • programmers • other writers • teachers
Cross platform refers to:	Adapting the work for use with a variety of media in order to reach an audience.
Genre refers to:	Storytelling styles based on particular conventions

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	• Broad knowledge of different platforms for children's writing
	• Knowledge of industry practice related to chosen format
	• Detailed knowledge of chosen format and genre
	• Knowledge of the market for chosen format of children's writing
	• Ability to develop a concept for a written work for children to industry standard
	• Ability to develop a narrative suitable to purpose of work, age of audience and chosen format, to industry standard.
	• Ability to use language suitable to purpose of work, age of audience and chosen format.
Context of and specific resources for assessment	• Access to a broad range of writings suitable for children
	• Access to industry knowledge and feedback
	• Access to facilities suitable for writing and workshopping
	• Access to appropriate software
Method of assessment	• Assessment may be based on:
	• evaluation of written work or folio of works suitable for children.
	• review of the concept development process through observation, journal or oral reporting
	• evaluation of the drafting process through the presentation of written drafts and/or written records of the process.
	• Evaluation of market awareness through a range of evidence including observation, journal or oral reporting and review of the written work
Guidance information for assessment	Evidence should be collected over a set period of time sufficient to complete a range of writing tasks and within the nominal hours set for this unit.

VU20280 Develop a novel to a second draft

Unit Descriptor	This unit covers the knowledge and skills required to develop an existing draft of a fictional narrative suitable for a novel.
	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
Application of the Unit	This unit supports the attainment of skills and knowledge required for competent performance as a novel writer. The work carried out would normally be extended in nature and of a high degree of sophistication in execution.
	The work would normally be carried out independently although guidance from an editor or commissioning agent may play a significant role in the refinement of the final product.

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 Review existing draft	1.1 Original ***concept, genre*** and intended audience for ***novel*** is confirmed
	1.2 Draft is evaluated through review of characterisation, plot development, setting, theme and structure.
	1.3 Language and style are considered to ensure they are suited to the genre of the novel and the intended audience.
	1.4 Feedback on the draft is sought from ***relevant others***
2 Plan the development of the draft	2.1 Writing tasks are planned based on analysis of review and feedback from relevant personnel.
	2.2 Writing tasks are organised and developed into an ordered sequence
	2.3 ***Constraints*** that may impact on the development of novel are evaluated

		2.4	A timeline for the completion of the narrative is agreed with commissioning agents or editors if applicable
3	Develop extended draft of novel	3.2	Fictional narrative is extended through development and integration of novel *elements*
		3.3	Draft is realised using *writing techniques* suitable for novel, selected from research and experimentation
		3.4	The potential for changes in the use of techniques are evaluated and responded to where necessary
		3.5	Synopsis of novel and / or chapter outline is written
4	Revise extended draft	4.1	Feedback is sought from relevant personnel and revisions made as necessary
		4.2	Work is checked for consistency of form, structure and style and point of view
		4.3	Draft is edited to ensure that grammar, vocabulary, style, presentation and time frame meets professional levels of execution
5	Explore publishing / marketing strategies for own novel	5.1	Research of the market, based on the genre of the novel, is undertaken
		5.3	Most likely sources of publication for novel are identified
		5.2	Strategies to stimulate marketing are proposed
		5.3	Proposal and pitch to publisher are developed

Required Skills and Knowledge

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

Skills

- An ability to experiment in the development and refining of concepts for a novel
- An ability to use research to inform experimentation in writing
- An ability to develop the elements of the novel within the chosen structure
- An ability to write a synopsis

- An ability to apply appropriate writing techniques to draft

- An ability to apply appropriate editing techniques to draft

- Communication skills sufficient to:

  o discuss written draft in a collaborative manner

  o request and respond to critical feedback

  o pitch the concept or idea for the novel

Knowledge

- A knowledge of the relationship between the different elements of a novel

- A knowledge of established conventions associated with different genres of novel

- A knowledge of writing theories and their application to novel writing

- A knowledge of different writing techniques

- A knowledge of the copyright, moral rights and intellectual property issues associated with writing

- A knowledge of copyright, moral rights and intellectual property legislation

- A knowledge of the publishing industry

- A knowledge of the current market

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.

Concepts may be informed by :	- the subject matter or theme of the novel - genre of the novel - elements, principles and conventions of writing - a writer's personal creative vision
The term ***Genre*** refers to:	Storytelling styles based on particular conventions eg. specific settings, structure, roles and events,
The term ***novel*** applies to*:*	A fictitious prose narrative of book length
Relevant others includes but is not limited to:	- editors - publishers - other writers - industry mentors - teachers
Constraints include but are not limited to:	- Existing material - Research requirements

- Time frame
- Style of writing
- Subject matter

Elements refer to :

- character
- plot
- setting
- theme
- style

Writing techniques include but are not limited to :

- Styles of writing eg first or third person narration, stream of consciousness, post-modern, creative, poetic, descriptive etc.
- Creation of conflict and tension
- Use of imagery
- Use of dialogue
- Use of description
- Portrayal of character
- Use of humour

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

The demonstrated ability to:

- experiment with a range of writing techniques
- respond positively and effectively to informed criticism
- develop and refine concepts for pieces of writing which take into account constraints and resources
- plan and deliver writing products which meet a professional level of completion

Context of and specific resources for assessment

- Assessment of this unit must ensure:
- Access to an environment where novel writing skills can be applied
- Access to facilities suitable for writing and workshopping novel writings
- Access to specialised industry knowledge and feedback
- Assessment may include peer assessment or third-party reports from industry practitioners.

Method of assessment	Assessment may be based on:
	• evaluation of a developed draft of an extended fictional narrative suitable for a novel. The following assessment methods are suggested to complement the major assessment. They are not a mandatory list.
	• written or oral questioning to determine knowledge of different genres
	• evaluation of the drafting process through observation of the learner, journal or oral reporting
	• written or oral questioning to determine knowledge of the current market
	• Completion of a writing portfolio.
	For example, a writing portfolio of research, experiments, drafts, revisions and edits and final copies of writing tasks undertaken over a period of time
Guidance information for assessment	Evidence should be collected over a set period of time sufficient to develop a draft of a novel and within the nominal hours set for this unit.

VU20832 Write fiction

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop works of fiction using a range of formats and approaches 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.
Application of the Unit	This unit supports the attainment of skills and knowledge required for competent performance as a writer of fiction in a range of contexts including popular media. The writer may be working to meet the requirements of a commissioned piece or independently. Guidance from an editor may play a significant role in the refinement of the final product. The work carried out would normally be of a high degree of sophistication and would be rigorously tested for effective and appropriate use of language. This unit draws upon VU20276 Write Non-fiction. A work of fiction may range in length from a short piece of several hundred words to an extended work ten to fifteen thousand 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 a ***work of fiction***	1.1 ***Concept*** is explored with regard to purpose and understanding of the ***audience***
	1.2 Possible ***constraints*** are identified and examined to determine feasibility of concept
	1.3 Audience is confirmed and potential markets are researched
	1.4 Discussion of concept is initiated with fellow writers and/or other colleagues and feedback is sought
	1.5 Proposal for development of fiction work is developed

2	Clarify project requirements	2.1	***Research*** requirements for the work of fiction are identified
		2.2	Developmental stages for the work are formulated
		2.3	A timeline for the completion of the work is agreed with commissioning agents or editors if applicable
		2.4	Social, ethical and environmental impacts of the approaches/concepts are considered
		2.5	Potential copyright issues are considered and explored
		2.6	***Resource requirements*** to complete project are identified
3	Plan writing	3.1	***Format*** of work is decided on after research and experimentation and in consultation with ***relevant personnel***
		3.2	Structure of the work is determined
		3.3	Outline of the work is developed
		3.4	Style and tone appropriate to the audience are considered
4	Develop draft	4.1	Fiction text is developed with consideration given to the effective deployment of ***devices and techniques of fiction writing***
		4.2	Concept is re-evaluated and refined as necessary
		4.3	Draft is reviewed and evaluated against purpose, desired outcome and effectiveness of the work
		4.4	Additional requirements or modifications are made in consultation with editor if appropriate

REQUIRED SKILLS AND KNOWLEDGE

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

Skills

- Ability to:
  - collect, compile and record raw material as the basis of a fiction work
  - create a narrative suitable for a work of fiction
  - organise material
  - pitch a concept or idea

        o   plan a complex writing project

        o   write a proposal

- Communication skills sufficient to undertake interviews and to work with other people

- Research skills sufficient to undertake archival research, electronic searches and case study approaches

- Interview skills sufficient to interview a wide range of persons of differing backgrounds

- Writing and editing skills sufficient to produce an extended work using correct style, grammar, proof correction and revision

Knowledge

- A general knowledge of;
    - marketing and distribution strategies
    - legislation governing copyright and ownership of material
    - legislation governing privacy provisions
    - the markets that exist for fiction works

- A detailed knowledge of:
    - the range of writing techniques and editing most appropriate to works of fiction
    - different sources for research

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.

Works of Fiction include but are not limited to:	- comedies - dramas - novels - poetry - genre fiction - short stories - works aimed at particular groups - works based on historical events or personages - works in a series - works for performance
Concepts may be informed by:	- demands of the market - the proposed audience - the subject matter - writer's vision for the work

An *audience* for a work may be characterised by its :	• age • broader interests • demographic features • ethnicity • gender • other distinguishing features • religious views • specific interests
Constraints include but are not limited to:	• availability of information • budget • complexity of work • copyright • format of the work • legal issues • research requirements • timeframe
Research includes but is not limited to:	• interviews with people with relevant expertise or knowledge • observation and / or personal experience • researching information in books, journals, newspapers, internet • travel to relevant places
Resource requirements include but are not limited to:	• equipment costs • government fees and charges • living expenses • research fees • time available • travel costs
Format includes but is not limited to*:*	• style of production • the length of the work • the medium • the structure of the work
Relevant personnel include but are not limited to:	• editors • teachers • industry mentors • other writers • people with specialised knowledge • publishers
Devices and techniques of fiction writing include but are not limited to :	• character arcs • characterisation • choice of narrative styles • concept • conscious use of myth and symbol • genre • inclusion of graphic material • interweaving of fact and fancy

- language
- linear/non-linear approaches
- literary form
- mystery
- narrative arcs
- narrative viewpoint
- poetic forms
- plot lines
- reference
- tension
- vocabulary

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	- Detailed knowledge of research techniques. - Ability to develop a concept for a particular audience - Knowledge of the current state of the fiction market - Ability to develop a work of fiction from concept to written draft. - Ability to experiment with a range of formats and approaches to writing the fiction material. - Knowledge of writing and editing techniques - Ability to consult and make use of feedback
Context of and specific resources for assessment	- Access to a broad range of fiction writings - Access to industry knowledge and feedback - Access to facilities suitable for writing and workshopping - Access to appropriate software

Method of assessment Assessment may be based on:

- Written or oral questioning to determine knowledge of the fiction market

- Evaluation of a draft of an extended work of fiction (up to 15,000 words)
  OR
  Evaluation of up to five short pieces of fiction (500 – 3000 words)
  OR
  Evaluation of up to 100 lines of poetic form

- Review of the concept development process through observation, journal, workshopping or oral reporting

- Evaluation of the drafting process through observation, journal, workshopping or oral reporting

VU20833 Coordinate editing and pre-production processes for a publication

Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the processes of editing and refinement of the range of content 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
Pre-requisite Unit	Have completed or be undertaking Refine Editing Skills (VU20278)
Application of the Unit	This unit supports the attainment of skills and knowledge required for competent performance as an editor in a range of contexts. The work carried out would be multi-faceted in nature.
	The work would normally be carried out in liaison and collaboration with: the publisher, publishers' clientele and production staff in identifying, editing and defining the final publication content.
	In this editorial management context, media content can refer to written text, illustrations, photographs and moving images in a range of electronic or hard copy publication.

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 Evaluate specific content requirements for a publication.	1.1 Specific characteristics of the ***publication content*** are clarified
	1.2 Specific requirements for the ***mode of publication*** are identified
	1.3 Identify the required ***personnel*** for the production of the ***publication***

2	Liaise with publisher/client to ascertain publication content	2.1	**Briefs** for the required personnel are created
		2.2	Suitability of publication content for the intended audience is ascertained
		2.3	In liaison with **publisher/client** content for the publication is validated
		2.4	Intended modes of publication and **required processes** are confirmed
		2.5	**Extra materials and/or elements** to be provided are determined and confirmed
3	Liaise with in-house or freelance personnel	3.1	Meetings are arranged with production staff and/or freelance personnel to confirm content and design briefs
		3.2	Timelines for required services are determined
		3.3	Ongoing liaison with **content creators** is maintained
		3.4	Liaison with designer/illustrator regarding layout, illustrations and other publication content is facilitated
4	Undertake final editing of the publication prior to production	4.1	A **production schedule** for the publication is created
		4.2	Adherence to copyright permissions, publication budgets and production deadlines is monitored
		4.3	IIn consultation with content creators, publication content is refined
		4.4	Pre-print publication proofs are reviewed and edited
		4.5	Final proofs are submitted to publisher/client for publication

REQUIRED SKILLS AND KNOWLEDGE

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

Skills

Ability to:

- work with others
- assess purpose and audience of a work
- develop a production plan and schedule
- liaise with industry professionals

- manage a range of editorial tasks

- edit a range of publication content

- draft a range of briefs

Knowledge

A knowledge of:

- production processes

- editorial roles and duties in the publishing industry

- processes required to coordinate production of a publication

- legal issues in copyright, defamation and intellectual property

- publishing contracts

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.

Publication content 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
Mode of publication includes but is not limited to:	• Can be hardcopy print-based or electronic screen-based, such as: books, magazines, ezines, CDs, DVDs, websites, software packages, audio mp3 formats, ebooks, applications
Personnel includes but is not limited to:	• In-house production staff or freelancers (e.g. designers, desktop publishers, marketing, photographers, software engineers)
Publication includes but is not limited to:	• Refers to the end product of the publishing process, includes but is not limited to: hardcopy publications (books, reports, pamphlets) or electronic publications such as e-books, blogs, websites, DVDs
Briefs includes but is not limited to:	• Process instructions as specific to the relevant personnel
Publisher/client includes but is not limited to:	• Publisher, self publisher, small press, software company, epublisher, educational publisher, business or corporation

Required processes includes but is not limited to:	• Manuscript assessment, proofreading and editing, layout and design, photography, illustrations, marketing, desktop publishing, liaison with required personnel, maintaining budgets and deadlines
Extra materials and/or elements includes but is not limited to:	• Index, glossary, bibliography, references, foreward, acknowledgements, maps, photos, illustrations, diagrams
Content creators includes but is not limited to:	• Authors, web writers, electronic media technicians, illustrators, designers, software designers, photographers, application designers, composers
Production schedule includes but is not limited to:	• Publication date, launch date, proof reading, editing, design and layout, desktop publishing, indexing, cover, marketing

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	The demonstrated ability to: • Coordinate editing and production processes of a publication from concept to pre-print stage • Liaise with production personnel, publishers, clients and content creators to facilitate production of the final publication • Liase with industry personnel to achieve professional standards
Context of and specific resources for assessment	RTO staff need to be active in providing opportunities for texts to be published in a range of formats Students should be encouraged to equally share and experience the management of a work from concept to publication
Method of assessment	The following assessment methods are suggested to complement the major assessment. They are not a mandatory list. • Observation of the learner performing a range of worked place tasks over sufficient time to demonstrate handling of a range of contingencies

- Written and or oral questioning to assess knowledge or understanding

- Evaluation of the project using both teaching staff and industry professionals

Appendices

Appendix 1: Employability Skills

Qualification title: *Diploma of 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 *(A graduate should be able to......)*
Communication	- Discuss works in progress with colleagues - Explain concepts of projected works to publishers - Make presentations to funding bodies - Present research findings to peers
Teamwork	- Collaborate with editors in a creative process - Collaborate with others in a creative process - Edit texts for others
Problem solving	- Resolution of plotting - Resolution of character development - Resolution of layout and presentation - Development of concepts to written form
Initiative and enterprise	- Initiate projects - Maintain a vocation as freelance writer or editor - Identify opportunities for freelance articles, stories or projected longer works - Undertake local and international market research

Employability Skill	Industry requirements *(A graduate should be able to......)*
Planning and organizing	- Plan, implement and administer projects - Plan story and character arcs - Plan plot development - Plan layout - Plan non-fiction work
Self management	- Manage own work priorities within a professional practice - Maintain vocation as freelance writer or editor
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.
Using Technology	- Access and use the internet for detailed research - Use desk-top publishing software - Prepare presentation materials to professional standards

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

Appendix 2: Skills-Knowledge Profile

Skills - Knowledge Profile of a Professional Writer and Editor

The following profile broadly describes the skills and knowledge required by a professional writer and editor. These skills may be applied in a variety of contexts and will vary according to the context.

Elective units have been clustered to allow students to pursue specific vocational directions.

It should be noted that the editing skills noted here are the basic vocational skills and a person would normally expect considerable on the job training to be effective.

Similarly, work as a professional writer may be expected to be a lifelong learning process and it should be noted that opportunities in the field are very variable.

A professional writer working as a freelance or with a high degree of autonomy should have the following skills:

Knowledge	Addressed in unit(s)
Have a broad knowledge of small business practice and legal requirements	BSBM401A Establish business and legal requirements
Have a broad knowledge of contractual conventions	CUFIND401A Provide services on a freelance basis
Have a broad knowledge of industry pay rates and scales including royalties	CUFIND201A Develop and apply creative arts industry knowledge
Have a broad knowledge of digital and interactive platforms	CUFWRT301A Write content for a range of media
Have a detailed knowledge of editing techniques	CUFWRT401A Edit texts CUFWRT602A Edit scripts Unit 2 : Refine editing skills
Have a detailed knowledge of publication requirements	Unit 1 : Refine writing skills
Have a detailed knowledge of copyright obligations	CUSADM08A Address copyright requirements
Have a detailed knowledge of markets/ audiences for different genres	Unit 1 : Refine writing skills Unit 3 : Write non-fiction CUVCOR04A Originate concept for own work and conduct critical discourse CUFWRT301A Write content for a range of media ICAD4209B Write content for web pages CUFWRT601A Write scripts

Skills	Addressed in unit(s)
Prepare short texts for print publication	Unit 1: Refine writing skills Unit 3 : Write non-fiction
Prepare content for delivery on digital and interactive platforms	CUFWRT301A Write content for a range of media ICAD4209B Write content for web pages
Prepare text to a brief	CUVDES05B Interpret and respond to a brief PSPPA501A Provide public affairs writing and editorial services Unit 1 : Refine writing skills
Work with others to combine text and images for publication	BSBITU309A Produce desktop published documents BSBITU404A Produce complex desktop published documents CUFDIG303A Produce and prepare photo images BSBCRT402A Collaborate in a creative process
Use language effectively to communicate to a specific audience	Unit 1 : Refine writing skills Unit 3 : Write non-fiction Unit 4 : Write for children and young adults Unit 5 Develop a novel to a second draft BSBWRT401A Write complex documents BSBWRT501A Write persuasive copy CUFWRT601A Write scripts CUSMCP302A Write song lyrics CUSWRT501A Write about music
Edit others' work to organisational requirements	CUFWRT401A Edit texts CUFWRT602A Edit scripts Unit 2 : Refine editing skills PSPPA501A Provide public affairs writing and editorial services CUSADM08A Address copyright requirements
Communicate edits to clients and respond to clients' feedback	CUFWRT401A Edit texts CUFWRT602A Edit scripts Unit 2 : Refine editing skills
Undertake detailed research	CUFRES401A Conduct research

	CUVCOR13A Research and critically analyse history and theory to inform artistic practice
Manage freelance business	CUFIND401A Provide services on a freelance basis
	BSBSBM401A Establish business and legal requirements
	CUSADM08A Address copyright requirements
Promote self and work	CUFIND401A Provide services on a freelance basis
Manage work priorities	CUFIND401A Provide services on a freelance basis
Make effective presentations	CUVCOR04A Originate concept for own work and conduct critical discourse
Prepare extended creative texts for performance	Unit 1 : Refine writing skills
	CUFWRT601A Write scripts
	CUFWRT501A Write extended stories
Offer content expertise or specialisation	Unit 1 : Refine writing skills
	Unit 3: Write non- fiction
	Unit 4 : Write for children and young adults
	BSBWRT401A Write complex documents
	BSBWRT501A Write persuasive copy
	CUFWRT601A Write scripts
	CUSMCP302A Write song lyrics
	CUSWRT501A Write about music
Write for screen and/or multimedia	BSBADV510A Create mass electronic media advertisements
	BSBEBU401A Review and maintain a website
	CUFWRT301A Write content for a range of media
	CUFWRT601A Write scripts
	ICAD4209B Write content for web pages

Appendix 3 Transition Table

Transition arrangements from 21675 Diploma of Professional Writing and Editing to New Diploma of Professional Writing and Editing

Existing course 21675 Diploma of Professional Writing and Editing		New course Diploma of Professional Writing and Editing		Credit Transfer
Unit Code	Unit Title	Unit Code	Unit Title	
Core				
CUVCOR04A	Originate concept for own work and conduct critical discourse	CUVCOR04A	Originate concept for own work and conduct critical discourse	Full equivalent
CUVCOR13A	Research and critically analyse history and theory to inform artistic practice	CUVCOR13A	Research and critically analyse history and theory to inform artistic practice	Full equivalent
CUSRAD02A	Conduct research	CUFRES401A	Conduct research	Full equivalent
CUECOR01B	Manage own work and learning	-	No equivalent	No equivalent
CUSADM03A	Manage a project	BSBPMG510A	Manage projects	Full equivalent
VBP553	Refine writing and editing techniques	CUFWRT501A Unit 1	Write extended stories Refine writing skills	Full equivalent across two units
-	No equivalent	CUFIND201A	Develop and apply creative arts industry knowledge	New unit No equivalent
	No equivalent	CUFWRT401A	Edit texts	New unit No equivalent
	No equivalent	Unit 2	Refine editing skills	New unit No equivalent
Electives				
CUSADM07A	Establish and maintain work and contractual relationships	CUFIND401A	Provide services on a freelance basis	Partial equivalent
CUSMAR01A	Promote products and services	CUFIND401A	Provide services on a freelance basis	Partial equivalent
BSBSBM401A	Establish business and legal requirements	CUFIND401A	Provide services on a freelance basis	Partial equivalent

Existing course 21675Diploma of Professional Writing and Editing		New course Diploma of Professional Writing and Editing		Credit Transfer
Unit Code	Unit Title	Unit Code	Unit Title	
BSBSBM406A	Manage finances	CUFIND401A	Provide services on a freelance basis	Partial equivalent
CUSGEN04A	Participate in negotiations	CUFIND401A	Provide services on a freelance basis	Partial equivalent
CUVDES05A	Interpret and respond to a brief	-	No equivalent	No equivalent
CUVCRS16A	Prepare text and graphic files for print processing	-	No equivalent	No equivalent
CUVPHI05A	Use a35mm SLR camera or digital equivalent	-	No equivalent	No equivalent
-	No equivalent	BSBPUB403A	Develop public relations documents	No equivalent
-	No equivalent	BSBWRT401A	Write complex documents	No equivalent
-	No equivalent	BSBWRT501A	Write persuasive copy	No equivalent
-	No equivalent	CUFWRT601A	Write scripts	No equivalent
-	No equivalent	CUSMCP302A	Write song lyrics	No equivalent
-	No equivalent	CUSWRT501A	Write about music	No equivalent
-	No equivalent	PSPPA501A	Provide public affairs writing and editorial services	No equivalent
-	No equivalent	BSBADV510A	Create mass electronic media advertisements	No equivalent
-	No equivalent	BSBEBU401A	Review and maintain a website	No equivalent
-	No equivalent	CUFWRT301A	Write content for a range of media	No equivalent
-	No equivalent	ICAD4209B	Write content for web pages	No equivalent
-	No equivalent	CUSFIM501A	Secure funding for projects	No equivalent
-	No equivalent	CUSADM08A	Address copyright requirements	No equivalent
-	No equivalent	BSBCRT402A	Collaborate in a creative process	No equivalent

Existing course 21675Diploma of Professional Writing and Editing		New course Diploma of Professional Writing and Editing		Credit Transfer
Unit Code	Unit Title	Unit Code	Unit Title	
-	No equivalent	BSBITU309A	Produce desktop published documents	No equivalent
-	No equivalent	BSBITU404A	Produce complex desktop published documents	No equivalent
-	No equivalent	CUFDIG303A	Produce and prepare photo images	No equivalent