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# ***Case for Endorsement***

## ***Culture and Related Industries CUA Training Package Release 4.0***

*Project 1B Professional Writing and Editing Qualifications*

*PwC's Skills for Australia*

*Project 1B*

*July 2018*

# *Executive summary*

## Introduction

This Case for Endorsement outlines the rationale, evidence and industry support for proposed training package components related to:

- **Project 1B: Professional writing and editing qualifications**

It builds on the work undertaken by PwC's Skills for Australia (SFA) in the Case for Change for this project, which was submitted to the Australian Industry and Skills Committee (AISC) in April 2017. This Case articulates the clear demand for skills in professional writing and editing and situates those skills within the broader context of trends in the Culture and Related Industries sector.

In particular, this Case for Endorsement demonstrates how the proposed training package components align with the COAG Industry Skills Council reforms to Training Packages, and other principles for quality that inform our training product development work.

We are satisfied that there is strong industry support for these changes and that the proposed modifications will ensure that the Creative Arts and Culture Training Package meets the needs of learners and workers within the industry.

## Structure of the report

This report has been developed as part of our training product development work on behalf of, and directed by, the Culture & Related Industries Industry Reference Committee (IRC).

We have structured this report around the required elements of the Case for Endorsement template. These key elements are:

- 1 Administrative details of the Case for Endorsement
- 2 Description of the work and request for approval
- 3 Evidence of industry support
- 4 Industry expectations about training delivery
- 5 Implementation of the new Training Packages
- 6 Quality assurance reports
- 7 Implementation of the COAG Industry Skills Council reforms to Training Packages
- 8 A copy of the full content of the proposed Training Package component(s)

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# 1 Administrative details

## Name of allocated IRC(s)

Culture and Related Industries IRC

## Name of SSO

PwC's Skills for Australia

## Training Package components submitted for approval

See Table 1 for endorsable products. Note: The skill set components in Table 2 are not for endorsement, but were completed as part of the project.

**Table 1** Training package components submitted for approval

Current Training product code	New Training product code	Training product title	New / existing training product
N/A	CUA40118	Certificate IV in Professional Writing and Editing	New
N/A	CUA50118	Diploma of Professional Writing and Editing	New
N/A	CUAWRT404	Perform writing and editing tasks	New
N/A	CUAWRT405	Write fiction material	New
N/A	CUAWRT406	Write nonfiction material	New
N/A	CUAWRT407	Develop content for publication	New
N/A	CUAWRT409	Write creative nonfiction material	New
N/A	CUAWRT410	Write comedy	New
N/A	CUAWRT411	Write for young children	New
N/A	CUAWRT413	Write poetry	New
N/A	CUAWRT414	Write narratives	New
N/A	CUAWRT504	Perform advanced editing tasks	New
N/A	CUAWRT505	Perform advanced writing tasks	New
N/A	CUAWRT506	Develop non-fiction works for publication	New
N/A	CUAWRT508	Develop children's and young adults' written works for publication	New
N/A	CUAWRT509	Develop fiction works for publication	New
N/A	CUAWRT510	Coordinate editing and pre-production processes for a publication	New

These components have been independently verified as meeting the requirements of the Standards for Training Packages.

**Table 1** Non-endorsable skill sets submitted in Case for Endorsement

Current Training product code	New Training product code	Training product title	New / existing training product
N/A	CUASS00056	Writing in a business context	New
N/A	CUASS00057	Writing for media	New

**Table 3** Total number of proposed changes

Total proposed changes to training products	Number of training products
Units to be created	15
Qualifications to be created	2
Skill sets to be created (non-endorsable)	2

#### Case for Change details

A Case for Change – previously referred to as a Business Case – was submitted to the AISC on behalf of the previous Culture and Related Industries IRC, in April 2017 for consideration at the AISC's June 2017 meeting. As outlined in that document, this project was established based on the initial research and consultations carried out for the Industry Skills Forecast and Proposed Schedule of Work (known previously as the CUA Four Year Work Plan).

#### Activity order details

Reference number: PwC/TPD/2016–17/012

Date executed: 15 June 2017

Scope of activity order: The development of 19 new native CUA units of competency.

## ***2 Description of work and request for approval***

### ***2.1 Description of work being undertaken and why***

PwC's Skills for Australia prepared the Case for Change on behalf of the Culture and Related Industries Industry Reference Committee (IRC) and submitted it to the Australian Industry and Skills Committee (AISC) in April 2017. The AISC endorsed this project on 1st June 2017. Since the Case for Change was approved, we have undertaken significant stakeholder consultation for the project. The information below outlines the key industry drivers of change for the project.

- **Project 1B Professional writing and editing qualifications**

Professional writers and editors are required across many industries, to effectively communicate a range of written material. The ability to write clearly, regardless of the form, genre or purpose of writing, is a skill that is consistently demanded by employers. These skills can be used as the foundation for a career in professional writing and editing, as well as being relied upon in day-to-day roles in a variety of businesses. However, despite the importance of professional writing and editing, no nationally-endorsed vocational education and training is currently available.

There are currently two accredited courses in professional writing and editing on the national register and accredited in Victoria. They are delivered nationally which demonstrates an industry requirement for vocational training in the field of professional writing and editing. The course owner, the Victorian Department of Education and Training has recommended that the accredited 22203VIC Certificate IV in Professional Writing and Editing and 22091VIC Diploma of Professional Writing and Editing courses be developed as training package qualifications in order to address the lack of a national formal accreditation for the writing and editing profession. The accreditation currency period of these Victorian qualifications is due to end in June, 2019.

The Culture & Related Industries IRC has identified that the Creative Arts and Culture (CUA) Training Package currently has a gap in skills for writers, editors and communications workers, especially in new fields such as social media strategy, digital communications and communications for business. This gap can be filled in part by reviewing and repackaging the 22203VIC Certificate IV in Professional Writing and Editing and 22091VIC Diploma of Professional Writing and Editing and developing other training products as required to meet industry need.

### ***2.2 Request for approval***

This submission puts forward the Case for Endorsement for the proposed components of the *CUA Training Package Version 4.0*.

The components submitted to the Australian Industry and Skills Committee (AISC) for endorsement are:

- 15 new units of competency, and
- 2 new qualifications.

In addition, two skill sets developed during consultation for this project are included within the Case for Endorsement, although not-endorsable.

All components submitted for endorsement have been developed and reviewed in accordance with the Standards for Training Packages 2012, the Training Package Products Policy 2012 and the Training Package Development and Endorsement Policy 2016.

Evidence of consultation with states and territories, and evidence that the views of key stakeholders have been considered is provided in this document.

This Case for Endorsement is approved by the Culture and Related Industries IRC and is therefore submitted, through the Department of Education and Training, for AISC consideration. The training product changes outlined below are based on our analysis of the feedback we received throughout consultation with industry.

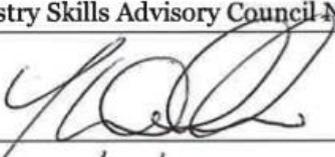
**Table 4 Summary of training product changes**

#	Project CUA 1B: Summary of training product changes
1	Develop one new unit of competency: Perform writing and editing tasks
2	Develop one new unit of competency: Write nonfiction material
3	Develop one new unit of competency: Write fiction material
4	Develop one new unit of competency: Perform advanced writing tasks
5	Develop one new unit of competency: Perform advanced editing tasks
6	Develop one new unit of competency: Develop nonfiction works for publication
7	Develop one new unit of competency: Develop fiction works for publication
8	Develop one new unit of competency: Coordinate editing and pre-production processes for publication
9	Develop one new unit of competency: Develop content for publication
10	Develop one new unit of competency: Write narratives
11	Develop one new unit of competency: Write creative nonfiction material
12	Develop one new unit of competency: Write for young children
13	Develop one new unit of competency: Write comedy
14	Develop one new unit of competency: Write poetry
15	Develop one new unit of competency: Develop children's and young adults' written works for publication
16	Develop a new qualification – Certificate IV in Professional Writing and Editing
17	Develop a new qualification – Diploma of Professional Writing and Editing
18	Develop a new skill set – Writing in a business context (non-endorsable)
19	Develop a new skill set – Writing for media (non-endorsable)

## ***3 Evidence of industry support***

The Culture and Related Industries IRC supports the submission of the training package components detailed in this Case for Endorsement.

Name of Chair: Yvonne Webb  
Industry Skills Advisory Council Northern Territory (IRC Chair)

Signature of Chair: 

Date: 16/7/18

### ***3.1 Conduct of enquiry and evidence of consultation***

Throughout consultation, we have sought to place industry at the heart of our work. Our approach has been guided by our principles for training product development, which determine that our work should:

1. Be industry-led;
2. Encourage broad and transparent stakeholder consultation;
3. Respond quickly to industry skills needs and priorities;
4. Be efficient and cost-effective; and
5. Produce high quality and independently validated training products.

We have consulted with industry and other relevant stakeholders through the methods outlined below. A list of stakeholders consulted over the course of our project work can be found in Attachment B.

#### ***Focus groups***

Following approval of the Case for Change, interactive focus groups were held in Melbourne, Sydney, Brisbane, Adelaide and Perth as a method for consultation with the wider public. Consultees included industry representatives and RTO experts. The intention of these groups was to facilitate discussion around a current skills gap in the professional writing and editing sector, and how existing state accredited training can be utilised to address this gap. There was also discussion around the potential frameworks for qualifications and skills sets that would best prepare students for working in the writing and editing sector and more broadly in the creative arts and culture industry. Focus group participants were also given the opportunity to comment on draft training products following their creation, with feedback incorporated into these products.

In addition to scheduled consultations, we have shared all draft materials and additional materials developed with focus group attendees, to validate key issues and to allow them to review key documents.

### *Targeted consultations*

Throughout this project we have held targeted consultations with key stakeholders who were identified by Culture and Related Industries IRC members, Focus Group members, or through PwC's network of contacts. Consultations were generally held in the form of one-on-one phone or face-to-face interviews. Additional stakeholders that were consulted through targeted consultations are listed in Attachment B.

### *Surveys*

To capture additional feedback, we published a Training Product Improvement survey via PwC's Skills for Australia's website from October 16<sup>th</sup> to November 2<sup>nd</sup> 2017. The survey was developed and open to the public to complement subject matter discussed during consultations. Further information on the survey consultation method is listed in Attachment B.

### *Engagement with State and Territory Training Authorities*

State and Territory Training Authorities (STAs) have been engaged and provided feedback on several occasions throughout the training product development and review process over the past two years since 2016, including in:

- Case for Change consultations: January to March 2017;
- Public consultations: The draft training products published on our website from November - December 2017 and again in February 2018;
- STA review periods: The draft training package components, including this Case for Endorsement and accompanying materials, provided to the STAs in April 2018 and again in June 2018 for two periods of formal review of two weeks each.

STAs from New South Wales, South Australia, Northern Territory, Australian Capital Territory, Tasmania, Queensland and Western Australia indicated their support for this Case for Endorsement. The Queensland STA noted feedback from stakeholders promoting the development of a Certificate III, which was suggested by a minority of focus group consultees (see 'Dissenting views expressed during consultations' on page 11-12). Continued engagement of QLD stakeholders will be maintained to ensure support is provided to these stakeholders in the implementation of this Case for Endorsement.

In response to the volume and specificity of feedback received, the IRC formed a special and independent IRC working group to ensure all feedback was implemented where appropriate and to provide clear direction to the SSO. The working group's purpose was to interpret, analyse and incorporate feedback from STAs and balance the feedback with industry evidence gained through consultation with subject matter experts.

## Victoria

Throughout its submissions, the Victorian STA (The Victorian Department of Education and Training's Training Products Unit) has indicated its support for the transition of both accredited courses into the national training system as well as the proposed structure and content of the Certificate IV in Professional Writing and Editing. The Victorian STA provided feedback at several points of review over the years of this project and, despite several amendments, and attempts to resolve and implement their feedback, the Victorian STA has indicated they are unable to support the Case for Endorsement.

During each review process, the STA has suggested amendments and additions, which the IRC working group have implemented and resolved where this was commensurate with industry consultations, including:

- VIC STA requested an increase of one unit to the core bank of the Diploma and removal of one unit from the elective unit bank of the Certificate IV.<sup>1</sup> The Culture and Related Industries IRC working group incorporated this feedback and updated the qualifications.
- VIC STA requested amendments be made to the entry requirements of both qualifications. The Culture and Related Industries IRC working group incorporated this feedback and updated the qualifications.
- VIC STA recommended increasing the creative units of competency included in each qualification. The Culture and Related Industries IRC incorporated additional creative units of competency<sup>2</sup> where aligned with industry feedback to develop the proposed structure and content of qualifications put forward in this Case for Endorsement.
- VIC STA requested seven additional units of competency be included in the elective unit bank of the Diploma qualification when final training products were circulated for review. The Culture and Related Industries IRC working group considered each unit of competency against industry evidence of vocational outcomes as well as the identified need to provide learners with flexibility in specialisation, however, found there was insufficient evidence from national industry consultation to support the inclusion of seven additional units of competency in the elective unit bank.
- VIC STA requested, as an alternative working option, the SSO and IRC update the packaging rules of the Diploma qualification, to accommodate these units of competency. The Culture and Related Industries IRC working group implemented this feedback and updated the qualifications.

Despite steps taken from the IRC to accommodate the majority of the Victorian STA's feedback, the Victorian STA have indicated they remain unwilling to support this Case for Endorsement. The IRC notes it has engaged in substantial consultation with over 100 stakeholders and industry subject matter experts in the development of these qualifications. As the IRC found the inclusion of the seven units of competency was not supported by this extensive industry consultation, the IRC considered

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<sup>1</sup> The IRC directed the SSO to make these amendments to better provide learners with skills and knowledge on maintaining and applying creative arts knowledge (April 2018).

<sup>2</sup> The IRC directed the SSO to increase the number of creative units of competency in the proposed qualifications, adding an additional six units of competency to incorporate feedback from the Victorian STA and industry to allow students the ability to select specialist streams of e.g. comedy, poetry or narratives (Feb 2018): Write for young children; Write narratives; Write creative nonfiction material; Write comedy; Write poetry; Develop children's and young adults' written works for publication.

learner outcomes and determined the Victorian STA's request is best accommodated via modification of the packaging rules.

The SSO is guided by industry and, ultimately, the IRC. On balance, the Culture and Related Industries IRC considers that each selected unit of competency in the proposed qualifications, as well as the ability for learners to elect to undertake units of competency via the packaging rules should learners wish to undertake them, provides the appropriate balance between sufficient flexibility of elective selection, whilst reducing duplication of learning outcomes achieved in the Diploma qualification. The IRC is confident that, in any case, the proposed content and packaging rules ensures learners are provided with access to sufficient creative content in each qualification. On this basis, the Case for Endorsement as well as the accompanying draft Diploma qualification have been proposed without the additional elective units of competency.

### *Draft training product review*

We published draft training products on the Skills for Australia website from November 27 – December 11, 2017. The purpose of publishing the training products on our website was to ensure stakeholders could review and comment on the ways in which the feedback we received during consultation had been reflected in proposed changes to training products. During the consultation period, our Culture and Related Industries webpage received 365 page views, including 302 unique page views.

We also sent emails alerting stakeholders that the draft training products were available for review on our website. These emails were distributed to and by IRC members, Focus group attendees, STA networks and our website subscribers. These emails successfully reached a minimum of 667 unique stakeholders, leading to a minimum of 72 downloads of the training products for CUA 1B (Professional Writing and Editing).

Following feedback from stakeholders, changes to draft products following the initial round of public feedback were deemed significant enough to warrant a second round of public feedback. As such, draft training products were re-published on the Skills for Australia website from February 7 – February 21, 2018. During this second consultation period, our Culture and Related Industries webpage received 145 page views, including 112 unique page views.

### *IRC Working Group*

Due to a large volume of public feedback on draft training products, an IRC working group was also established to review the draft training products. This IRC working group consisted of four IRC members who looked to provide guidance towards any changes made to draft training products. The working group reviewed the draft training products after both rounds of public feedback. A list of IRC members in the working group can be found in Attachment B.

### *Dissenting views expressed during consultation*

Views around the role of genre based writing units such as 'Write comedy' and 'Write poetry' were mixed across different states and territories with varied vocational applicability being cited. Specifically, it was noted that the vocational prospects for fiction writers in some states and territories

were lower than those in states such as Victoria. This feedback is in line with the current Victorian state accredited courses which currently offer a set of elective units for writing students.

- The decision to include genre based units in the proposed qualifications was made following the formation of a sub-committee of IRC members, established to support the creation of training products that will lead to the best outcome for learners. The reasons for this decision include:
  - The creative industries rely on artistic talent for the capability of the entire sector. Industry feedback was clear that this must be a priority consideration when making decisions about training products, the role of which is to nurture creative talent.
  - The current training system supports the teaching of genre specific skills; currently housed within a Victorian state-accredited course. These skills would be at serious risk of loss if they were not offered within the CUA Training Package.

Focus group consultation in Queensland suggested a demand for a Certificate III in Professional Writing and Editing to address a skill gap in writing within lower level operational roles. This possibility was carefully explored with other state and territory industry representatives. Further consultation indicated that a qualification at AQF 3 level would be unlikely to meet industry requirements or lead to a job outcome. Additionally, existing individual units of competency such as BSBWRT301 Write simple documents are available for importation by other Training Packages should they be relevant for a learner and or employer. As a result, the Certificate III in Professional Writing and Editing was not pursued.

### *Continued communications*

Following the formal stakeholder consultation period, we continued to engage with our stakeholders to ask follow-up questions and keep them up to date with our progress. This communication primarily occurred via email and continued as the Case for Endorsement progressed.

## ***4 Industry expectations about training delivery***

### ***4.1 Industry advice on training delivery***

Throughout consultation it was identified that professional editing in Australia is heavily influenced by the peak body, The Institute of Professional Editors Limited (IPEd). Their responsibilities include managing the current accreditation scheme and maintaining and promoting Australian standards for editing practices. It was noted by industry that training delivery should recognise the role that IPEd play in Australia and that training be aligned to the national standards.

PwC's Skills for Australia, as advised by Culture and Related Industries IRC, considered the equivalence of the new training products and the impacts on learners and RTOs offering the current accredited courses in professional writing and editing. Initial discussions were had on whether it was

possible to make the new training products equivalent. It was determined the most appropriate way to address the equivalence of new training products to state accredited training products, was for students enrolled in these state accredited courses to seek credit transfers through registered training organisations. Information regarding credit transfers can be found in the CUA Companion Volume Implementation Guide Appendix.

Industry also offered advice about the usability and practicality of training products involving long writing tasks. For example, the time required to prove competency in tasks such as writing long narratives was of concern, particularly within an AQF level 4 qualification. As a result, PwC's Skills for Australia has been specific in its assessment conditions within proposed units to ensure that they are appropriately achievable.

The decision to add entry requirements to the Diploma was carefully considered. Industry feedback suggested learners need a skills and knowledge basis before enrolling in the qualification. It is industry's expectation that learners must demonstrate a certain level of skill and knowledge before entering the qualification. There is considerable flexibility allowed for in the entry requirements to recognise the variety of ways learners enter this qualification.

Additional advice about industry's expectations of training delivery, including duration of training, delivery modes and pathways, work-based learning strategies, assessment and learner characteristics is included in the CUA Companion Volume Implementation Guide and Implementation Guide Appendix.

## ***4.2 Industry advice on traineeships and apprenticeships***

The training product development work proposed in this Case for Endorsement is not expected to have an impact on the use of traineeships and/or apprenticeships.

# ***5 Implementation of the new Training Package***

## ***5.1 Timing of implementation***

Given the accreditation of the Victorian qualifications 22203VIC Certificate IV in Professional Writing and Editing and 22091VIC Diploma of Professional Writing and Editing are due to expire in 2019, it is imperative that these changes to the Training Package are expedited. It has been advised the accredited Victorian qualifications will not be renewed by that state when they expire in June, 2019.

Consequently, the implementation of these changes prior to the expiration of the Victorian qualifications will be necessary to ensure RTOs and learners enrolled in the Victorian accredited qualifications can effectively transition to the national Training Package.

## ***5.2 Implementation management strategy***

The communication of these changes to the CUA Training Package will require RTOs to respond with modifications to qualification offerings and scope. We have developed a strategy for the communication of these changes in the event of AISC approval. This includes:

- Updates on the PwC's Skills for Australia website; including a news post on our CUA Industry page.
- Email sent directly to all Skills for Australia CUA subscribers to inform them of the changes.
- Email communications with all organisations and individuals previously engaged throughout this consultation process, including State and Territory Training Authorities, employers, RTOs and peak bodies.
- Development of a summary document providing an explanation of the changes. This document will be shared with all networks and broader distribution will be encouraged.
- PwC's Skills for Australia team to be present at relevant industry conferences and events to communicate the changes and encourage industry-wide awareness.

## ***5.3 Licencing requirements***

There are currently no licensing requirements or occupational requirements identified as being relevant to this review.

## ***5.4 Funding arrangements***

It is noted, given the clear industry support for the new qualifications and training components (including non-endorsable skills sets), that there may be changes to the funding of these qualifications, particularly for the Diploma qualification, in the transition to the national Training Package.

## 6 Quality assurance reports

### 6.1 Independent Quality Reports

Independent Quality Reports, including an Editorial Report and an Equity Report, have been developed and included as part of this Case for Endorsement. These reports can be found in Appendix A.

### 6.2 Declaration of alignment with standards

Throughout consultation, we have also ensured that the proposed training package components we have developed as a result of our consultation with industry meet the requirements of:

- The Standards for Training Packages 2012
- Training Package Products Policy 2012
- Training Package Development and Endorsement Process Policy 2016.

### 6.3 Companion Volume Implementation Guide

A quality-assured Companion Volume Implementation Guide has been prepared, and will be available on VETNet following publication of Release 4.0 of the CUA Training Package on the National Register.

### 6.4 Training Package Quality Principles

The table below provides a statement of evidence that the draft training package components meet the Training Package Quality Principles.

<b>Principle</b>	<b>Evidence</b>
1. Reflect identified workforce outcomes	<ul style="list-style-type: none"> <li>● The conduct of our enquiry, as outlined in Section 3.1 of this report, has ensured that industry needs have been at the heart of our training product development work.</li> <li>● New training package components have been created to meet the needs of current job roles across the creative industries.</li> <li>● Training package components have been developed with reference to the key trends identified in the CUA Industry Skills Forecast and Proposed Schedule of Work.</li> </ul>
2. Support portability of skills and competencies including reflecting licensing and regulatory requirements	<ul style="list-style-type: none"> <li>● Training package components have been developed to be industry agnostic where appropriate.</li> <li>● Qualification packaging rules are sufficiently flexible so as to allow the importation of units of competency from other training packages, or units of competency from other</li> </ul>

	<p>qualifications within the CUA Training Package.</p> <ul style="list-style-type: none"><li>• No licencing or regulatory requirements have been impacted by the proposed modifications to training package components listed in this Case for Endorsement.</li></ul>
<p>3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry</p>	<ul style="list-style-type: none"><li>• Our consultations have included stakeholders from national employers, peak bodies, national RTOs and other subject matter experts, ensuring that the national portability of skills has been inherent in our proposed modifications to training package components.</li></ul>
<p>4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces</p>	<ul style="list-style-type: none"><li>• Qualifications have been created to ensure appropriate and varied listed elective unit choices are available. Packaging rules allow for units of competency to be imported from other training packages or accredited courses to enable application of training in different contexts.</li></ul>
<p>5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors</p>	<ul style="list-style-type: none"><li>• The suite of CUA units which have been created have been designed to provide learners with a pathway from school into VET, between VET qualifications, into higher education, and into job roles in the creative arts sector, with 'exit points' into jobs existing for each qualification. The application of both qualifications being developed states the industry applicability of each qualification and lists the type of job roles which learners would be qualified to undertake.</li></ul>
<p>6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements</p>	<ul style="list-style-type: none"><li>• The content of units of competency has been developed in consultation with industry and trainers and assessors, ensuring that language used is relevant to workplaces and is easily understood in a training context.</li><li>• A Companion Volume Implementation Guide will accompany Release 4.0 of the CUA Training Package, helping to support implementation of training across a range of settings.</li><li>• Assessment requirements in units of competency have been written to ensure consistency. Where industry requires assessment to occur in a particular way (for instance through word limits) this has been clearly articulated.</li></ul>

# 7 *Implementation of the COAG Industry Skills Council reforms to Training Packages*

## 7.1 *Alignment with the COAG ISC reforms to Training Packages*

The proposed changes in this Case for Endorsement clearly align with the principles espoused by the COAG Industry and Skills Council regarding Training Package reform. See table below for specific details.

### *Application of COAG Industry Skills Council reforms to Training Packages*

<b>Principle</b>	<b>Evidence</b>
1. Ensure obsolete and superfluous qualifications are removed from the system	<ul style="list-style-type: none"> <li>Existing accredited training contained instances of duplication of skills being developed by learners, in slightly different contexts. Where appropriate, these skills were combined into one consolidated unit of competency to sit within the CUA training package.</li> </ul>
2. Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices	<ul style="list-style-type: none"> <li>A Companion Volume Implementation Guide will accompany Release 4.0 of the CUA Training Package, helping to support implementation of training across a range of settings.</li> <li>Assessment requirements in units of competency have been written to ensure consistency. Where industry requires assessment to occur in a particular way (for instance with the use of word limits on written content) this has been clearly articulated.</li> <li>Training products have been clearly titled, with titles linked to job roles and/or to specific skills, enabling consumers without an in depth understanding of the VET system to make more informed course choices.</li> </ul>
3. Ensure that the training system better supports individuals to move easily from one related occupation to another	<ul style="list-style-type: none"> <li>The content of the proposed qualifications includes fiction, nonfiction and technical writing, all of which feature transferable skills to promote the movements of writers across occupations. Additionally learners undertaking these qualifications learn at minimum the basics of editing practices, opening up vocational pathways in this area as well.</li> </ul>

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- |  |  |
|--|--|
| 4. Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors | • Training package components have been developed so they are applicable across job roles and across industries wherever possible. For example, the two proposed skill sets, Writing in a business context, and Writing for media utilise units which have applicability across business and media industries. |
| 5. Foster greater recognition of skill sets  | • Two new skill sets have been created to address an industry need for vocational training for employees who need to be able to communicate effectively via written material in business and social media contexts.  |
- 

## ***7.2 Alignment of training package development work with work assigned by AISC in Case for Change***

The Activity Order for this Case for Endorsement was for a review of 19 new native CUA units of competency. Following the Activity Order executed on 15 June 2017, we have undertaken significant additional stakeholder consultation to ensure the Training Package work aligns with the needs of industry. During that consultation we were able to refine the initial recommendations we presented in the Case for Change, and, in particular, we have been able to find ways of utilise existing units of competency to meet industry needs, rather than creating new units of competency and adding to the size and complexity of the CUA Training Package.

The final result of our training package development work was a review of 15 new native CUA units of competency.

## ***7.3 Evidence that training package components are prepared for publication***

All draft training package components are included in this Case for Endorsement in preparation for publication on training.gov.au. The draft versions of all training components were circulated with Culture and Related Industries IRC Members with the Case for Endorsement. Subject to the AISC's endorsement of the training package components, they are ready for publication on the National Register.

# ***8 Proposed Training Package content***

See attached for a copy of the new units of competency, as well as the new skill sets for AISC reference. Additionally, attached are the new qualifications CUA40118 Certificate IV in Professional Writing and Editing and CUA50118 Diploma of Professional Writing and Editing, the qualifications that include the draft units of competency proposed in this Case for Endorsement.

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# Attachment A Key findings from consultation

We developed a set of recommended changes to the CUA Training Package based on the feedback received throughout consultation. Where possible we looked to use existing material from either the CUA or other Training Packages rather than create new units to prevent duplication.

Recommendation	Rationale
1a Develop one new unit of competency: Perform writing and editing tasks.	<p>This unit teaches a sound skills and knowledge of the English language including appropriate use of punctuation, basic proofreading and other editing skills. These tasks are foundational to the everyday tasks performed by writers and editors.</p> <p>Updates to content to include:</p> <ul style="list-style-type: none"><li>• Use of plain English</li><li>• Understanding an audience</li><li>• Flow of written work</li><li>• Grammatical concepts</li><li>• Basic proofreading and copyediting</li></ul>
1b Develop one new unit of competency: Write nonfiction material.	<p>Consultation revealed that the skills required to write nonfiction materials could be decentralised from specific genre formats. Instead a focus on skills required to write across all nonfiction genres will be employed. This would prepare learners to work effectively in different industries and write for a range of purposes, thus improving vocational prospects.</p> <p>Content therefore includes:</p> <ul style="list-style-type: none"><li>• Understanding an audience</li><li>• Appropriate writing styles</li><li>• Regulatory requirements</li><li>• Liaising with relevant stakeholders for reviewing drafts and preparation for publication.</li></ul>
1c Develop one new unit of competency: Write fiction material.	<p>This UoC provides knowledge and skills to write fiction material such as, narratives, dialogue and genre writing. Updates to the existing accredited UoC, will be made to provide learners with skills for writing various genres/styles, which may be used in a range of writing positions.</p> <p>Updates to content included:</p> <ul style="list-style-type: none"><li>• Familiarity of different fictional genres</li><li>• Requirements for writing to different audiences</li><li>• Publishing options for fictional writers</li><li>• Research skills</li></ul>

Recommendation	Rationale
	<ul style="list-style-type: none"> <li>Review processes and the ability to utilise feedback</li> </ul>
<p>1d Develop one new unit of competency: Perform advanced writing tasks.</p>	<p>This unit was identified as a key differentiator for those looking to take on more senior roles in the writing profession. It will build on the skills in the 'Develop writing and editing skills' UoC, to prepare learners for writing across mediums and genres, learning technical skills typical of proficient writers.</p> <p>Content includes:</p> <ul style="list-style-type: none"> <li>Further consideration of writing techniques such as voice, tone, length and structure</li> <li>Research skills relevant to the topic of writing</li> <li>How writing style should reflect the medium in which the work is being produced</li> </ul>
<p>1e Develop one new unit of competency: Perform advanced editing tasks.</p>	<p>Consultation identified that professional editors require a set of different technical skills to those which a writer will use on a day to day basis. It is therefore appropriate that an advanced editing unit be offered for learners looking to adopt the skills. This UoC is designed to give students a comprehensive understanding of the editing process across different writing mediums.</p> <p>Content includes:</p> <ul style="list-style-type: none"> <li>The professional editing landscape</li> <li>Technological capabilities available to modern editors such as track changes, adobe review etc.</li> </ul>
<p>1f Develop one new unit of competency: Develop nonfiction works for publication.</p>	<p>Consultation identified that professional writers require the knowledge and skills which will allow them to make choices about how their work may be published, and how to then best interact with relevant stakeholders. Given that revenue streams are created from the publication of written work, knowledge of how to create these streams would improve the potential revenue of workers.</p> <p>Content includes:</p> <ul style="list-style-type: none"> <li>The nonfiction publishing landscape and publishing options available to writers</li> <li>Effective communication with relevant stakeholders</li> </ul>
<p>1g Develop one new unit of competency: Develop fiction works for publication.</p>	<p>As mentioned above, consultation identified that professional writers require the knowledge and skills which will allow them to make choices about how their work may be published. The publishing landscapes in fiction and non-fiction vary significantly and it is therefore appropriate to have separate units covering the various options available for publication.</p> <p>Content includes:</p> <ul style="list-style-type: none"> <li>The fiction publishing landscape and publishing options available to writers</li> <li>Effective communication with relevant stakeholders such as publishing houses</li> </ul>

Recommendation	Rationale
<p>1h Develop one new unit of competency: Coordinate editing and pre-production processes for a publication.</p>	<p>Before publication of work can occur, there are various considerations which a writer must make about their work. The skills required to undertake these processes will be delivered in this unit.</p> <p>Content includes:</p> <ul style="list-style-type: none"> <li>• Understanding briefs</li> <li>• Effective communication with stakeholders to clarify briefs</li> <li>• Working with production team members such as cover artists</li> <li>• Marketing requirements to promote work</li> </ul>
<p>1i Develop one new unit of competency: Develop content for publication.</p>	<p>Many industry job roles for professional writers are for content development/creation. The intention of this UoC is to provide skills to help support this role. A key skill is the ability to produce content for a range of media and understanding the different requirements for each. For example a newspaper article can be as long as the writer wishes, whereas a Tweet must be delivered in less than 280 characters. These responsibilities often fall to the same person in many in house roles, while freelance workers will cover a story across various platforms in order to ensure maximum coverage.</p> <p>Content includes:</p> <ul style="list-style-type: none"> <li>• Research and understand topic</li> <li>• Development of engaging material</li> <li>• Understanding requirements of writing for different platforms</li> <li>• Use of photography and videography to supplement written work</li> <li>• Current social media trends and techniques to maximise exposure.</li> <li>• Use of content development software</li> </ul>
<p>2a Develop a new qualification – Certificate IV in Professional Writing and Editing.</p>	<p>A Certificate IV in Professional Writing and Editing will prepare students with the theoretical and practical skills in a range of writing, editing and production tasks required across not only in the writing industry. This will provide the skills and knowledge required to enter the professional writing and editing profession.</p>
<p>2b Develop a new qualification – Diploma of Professional Writing and Editing.</p>	<p>A Diploma of Professional Writing and Editing is aimed to support career progression through developing specialised skills and knowledge, as well as preparing students to operate in a range of workplace environments. The qualification will also support in the management of various stakeholders within industry, along with managing yourself.</p>
<p>2c Develop a new skill set – Writing in a business context.</p>	<p>Aimed to assist those who are seeking or already hold jobs and want to upskills their writing capability to improve career performance and prospects. Consultation demonstrated that there was a significant market for those who wish to improve their writing.</p>
<p>2d Develop a new skill set – Writing for media.</p>	<p>See above. With the increase in digital content, such as podcasts, blogs, websites, etc. along with more traditional methods, there is an increasing demand to develop skills in this area.</p>

# Appendix A Quality Assurance Reports

## Editorial Report

The following editorial report was produced by Bernadette Delaney as part of the quality assurance process.

## Editorial Report

### Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	Culture and Related Industries CUA Training Package Release 4.0
Number of new or revised qualifications	2
Number of new or revised units of competency	15
Confirmation that the draft endorsed components meet the requirements in Section 2	The draft qualifications (2), the skill sets (2), the units of competency and the assessment requirements (15) and the draft <i>Implementation Guide (Release 4.0)</i> meet all the requirements in Section 2.
Person completing the Editorial Report and organisation. <sup>1</sup>	Bernadette Delaney Delaney Associates Pty Ltd Member of the Training Package Quality Assurance Panel
Date completed	11 <sup>th</sup> July, 2018

<sup>1</sup> Persons not a member of the panel are required to provide the following additional information: demonstrated experience in editing technical and industry publications, preferably including education and/or training; demonstrated commitment by the applicant to ongoing professional development; details of relevant qualifications and/or professional membership(s).

## Section 2 – Editorial checklist of draft training package components

Editorial Requirements	Comments	SSO comments
<p>Draft endorsed components have been proofread and edited against the <i>Standards for Training Packages 2012</i>, the <i>Training Package Products Policy</i> and the <i>Training Package Development and Endorsement Process Policy</i> by the SSO/developer prior to the formal Editorial review.</p>	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <p>Yes. The components are:</p> <ul style="list-style-type: none"> <li>Units of competency- 15</li> <li>Assessment requirements - 15</li> <li>Qualifications- 2</li> <li>Skill Sets- 2</li> <li>Credit arrangements – nil</li> </ul> <p>The draft qualifications, <i>CUA40118 Certificate IV in Professional Writing and Editing</i> and <i>CUA50118 Diploma of Professional Writing and Editing</i>, the two skill sets, the fifteen draft units of competency/assessment requirements and the draft <i>Implementation Guide (Release 4.0)</i> have been proof read and edited against the <i>Standards for Training Packages</i> and the <i>Training Package Development and Endorsement Process Policy</i> and reference to the <i>Training Package Products Policy</i>. Components were proofread and edited throughout the consultation and finalisation stages by the developer.</p> <p>The <i>Standards for Training Packages</i> have been used by the developer for an internal quality check to ensure compliance. The <i>Case for Endorsement</i> confirms in section 6.2 that all components submitted for endorsement have been developed and reviewed in accordance with the <i>Standards for Training Packages 2012</i>, the <i>Training Package Products Policy 2012</i> and the <i>Training Package Development and Endorsement Policy 2016</i>.</p>	

## The standards for training packages

### Training packages – products

Editorial Requirements	Comments	SSO comments
<p>Standard 1: Training Packages consist of the following:</p> <ol style="list-style-type: none"> <li>1. AISC endorsed components: <ul style="list-style-type: none"> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency)</li> <li>• qualifications</li> <li>• credit arrangements.</li> </ul> </li> <li>2. One or more quality assured companion volumes.</li> </ol>	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <p>Yes, all components were reviewed and meet the Editorial requirements and <i>Standards for Training Packages</i>. All 19 training products were reviewed against the templates presented in the <i>Standards for Training Packages</i> to ensure each required field of these templates was followed. These products were also checked for clarity and consistency.</p> <p>The draft components submitted to the Australian Industry and Skills Committee (AISC) for endorsement are:</p> <p>2 new qualifications</p> <p>2 new skill sets</p> <p>15 new units of competency and accompanying assessment requirements</p> <p>Draft <i>Implementation Guide (Release 4)</i>.</p> <p>There were no credit arrangements presented.</p>	

### Training Packages - Policy

Editorial Requirements	Comments	SSO comments
<p>Standard 2: Training Package developers comply with the <i>Training Package Products Policy</i>.</p>	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <p>Yes. Skills for Australia have complied with the <i>Training Package Products Policy</i>. Standard 2 has been met and draft qualifications <i>CUA40118 Certificate IV in Professional Writing and Editing</i> and <i>CUA50118 Diploma of Professional Writing and Editing</i>, have been coded with a 2018 identifier and titles which reflect appropriate industry terminology and the application of each qualification.</p> <p>The <i>Case for Endorsement</i> explained how the developers considered access and equity principles by providing a range of electives suitable for the diverse environments in this industry. Access and equity issues relevant to implementation are addressed in the draft <i>Implementation Guide Version 4.0</i>.</p> <p>Foundation Skills tables are detailed in each unit of competency. These explain in clear details the Foundation Skills required for each unit of competency and provide good guidance for the types of skills and abilities necessary to meet the performance criteria and the occupational outcomes.</p> <p>Qualification mapping information has been provided in the draft <i>Implementation Guide Version 4.0</i>. There is a mapping table showing that the draft new qualifications <i>CUA40118 Certificate IV in Professional Writing and Editing</i> and <i>CUA50118 Diploma of Professional Writing and Editing</i> have no equivalence. Mapping information is also provided for the unit of competencies and the skills sets in the draft <i>Implementation Guide 4.0</i>, Appendix 2. As all the training products created are new this information in the <i>Implementation Guide Version 4.0</i> is clear for users.</p>	

Editorial Requirements	Comments	SSO comments
	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <p>For both qualifications the packaging rules are clearly expressed, flexible and have been supported by industry stakeholders. Industry stakeholders provided significant input to how the elective choices should be arranged, paying particular attention to flexibility via the packaging rules and allowing for at least two units to be selected from a range of qualification levels. Electives provide a good range of choice from currently endorsed training packages qualifications or accredited courses. These elective choices also provide a range of units from other training packages such as ICT, BSB and ICP in recognition of the applicability of diverse workplaces for writing and editing skills across industries.</p> <p>Qualifications pathways advice is provided in the draft <i>Implementation Guide 4.0</i> for the two draft qualifications.</p> <p>The <i>Case for Endorsement</i> outlines the rationale for the two skill sets. They are designed for an industry need for vocational training required for employees who need to communicate effectively via written material in business and social media contexts. These two skill sets suit two specific writing contexts: business and the media.</p> <p>The Skill Sets presented provide advice about their relationship to CUA40118 Certificate IV in Professional Writing and Editing and suggested wording for the statement of attainment.</p>	
<p>Standard 3: Training Package developers comply with the AISC Training</p>	<p>Yes, Skills for Australia have complied with the <i>Training Package Development and Endorsement Process Policy</i>.</p>	

Editorial Requirements	Comments	SSO comments
<p>Package Development and Endorsement Process Policy.</p>	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <p>The rationale for the change to the training package was identified in a <i>Case for Change</i> on behalf of the Cultural and Related Industries Industry Reference Committee (CUA IRC) and submitted it to the Australian Industry and Skills Committee (AISC) in May, 2017. This case for change was initiated on the basis that currently there are no professional writing qualifications in any national Training Package. Victorian accredited qualifications currently delivered nationally will expire at the end of 2018 and will not be submitted for reaccreditation.</p> <p>The <i>Case for Endorsement</i> outlines the relevant issues and the support from industry. Evidence of consultation with states and territories, and evidence that the views of key stakeholders have been considered, is provided in this document.</p> <p>An IRC working group was established to review the draft training products that were developed as part of this project.</p> <p>Consultation addressed the design and content of the training products including:</p> <ul style="list-style-type: none"> <li>• views on qualification packaging rules including composition of core and elective and rules around elective choice</li> <li>• titles and content of units of competency</li> <li>• details on performance evidence in assessment requirements.</li> </ul> <p>Consultation activities included:</p> <ul style="list-style-type: none"> <li>• focus groups in Melbourne, Sydney, Brisbane, Adelaide and Perth for participants to comment on skills needs, the design of products and amendments to draft products. There were 44 participants.</li> </ul>	

Editorial Requirements	Comments	SSO comments
	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <ul style="list-style-type: none"> <li>• targeted consultations in the form of one-on-one phone or face-to-face interviews (N=9).</li> <li>• a Training Product Improvement survey via PwC's Skills for Australia's website from October 16<sup>th</sup> to November 2<sup>nd</sup> 2017 (N=51).</li> <li>• State Training Authorities were engaged in the process and provided feedback. Victoria STA, based on extensive feedback, specifically requested flexible packaging rules, and this was incorporated.</li> <li>• draft training products were published on the <i>Skills for Australia</i> website and comment was sought over a two week period.</li> <li>• emails were sent to 667 unique stakeholders to enable comment on the training products.</li> </ul> <p>Dissenting views and their resolution are also documented in the <i>Case for Endorsement</i>.</p> <p>Validation</p> <p>During the validation period where further consultation occurred with STAs, Victoria raised concern about the necessity to include 7 additional units in the <i>CUA50118 Diploma of Professional Writing and Editing</i> elective bank. These seven additional elective units consist of five from the CUA training package as well as one from the BSB and one from the PSP training packages.</p> <p>PWCSFA responded to this concern by modifying the packaging rules so that two electives can be accessed from "any currently endorsed training package qualification or accredited course."</p>	

Editorial Requirements	Comments	SSO comments
Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages		
Victorian STA has provided a report by exception in the Case for Endorsement.		

### Training Packages – Components

#### *Units of competency*

Editorial Requirements	Comments	SSO comments
Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages		
Standard 4: Units of competency specify the standards of performance required in the workplace.	Yes. The units described the standards required in the workplace for each qualification level.	
Standard 5: The structure of units of competency complies with the unit of competency template.	<p>Yes. All units were checked and mapped against the required template.</p> <p>All mandatory fields are covered in the unit of competency template. The guidelines provided on the template were followed. The units were checked for clarity, appropriate coding and mapping and accuracy of foundation skills descriptions in relation to the elements and performance criteria. The unit coverage was consistent with the performance and knowledge evidence in the assessment requirements. They were checked to ensure clearly presented statements in application, elements, performance criteria and foundation skills. The units were also reviewed to check consistency with the other units in the qualification.</p>	

### Assessment Requirements

Editorial Requirements	Comments	SSO comments
Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages		
Standard 6: Assessment requirements specify the evidence and required conditions for assessment.	Yes. The assessment templates were populated appropriately. The performance evidence provides good guidance on the frequency and volume.	
Standard 7: Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.	Yes. The assessment templates were followed. These were edited and checked for internal consistency and consistency with the requirements stated in the elements and performance criteria.  All components were checked for clarity.	

### Qualifications

Editorial Requirements	Comments	SSO comments
Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages		
Standard 8: Qualifications comply with the Australian Qualifications Framework specification for that qualification type.	The draft qualifications <i>CUA40118 Certificate IV in Professional Writing and Editing</i> and <i>CUA50118 Diploma of Professional Writing and Editing</i> comply with the Australian Qualifications Framework (AQF) specification for the Certificate IV and	

Editorial Requirements	Comments	SSO comments
	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <p>Diploma, respectively.</p> <p><i>Skills for Australia</i> presented a detailed analysis chart aligning <i>CUA40118 Certificate IV in Professional Writing and Editing</i> and <i>CUA50118 Diploma of Professional Writing and Editing</i> with the AQF qualification descriptors- skills, knowledge and application of skills.</p> <p>For this editorial report, the alignment with the AQF descriptors was also checked.</p>	
<p>Standard 9: The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template.</p>	<p>The structure of the draft qualifications <i>CUA40118 Certificate IV in Professional Writing and Editing</i> and <i>CUA50118 Diploma of Professional Writing and Editing</i> covered all the fields and mandatory information in the qualification template from the <i>Standards for Training Packages 2012</i>.</p>	

### Credit Arrangements

Editorial Requirements	Comments	SSO comments
<p>Standard 10: Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.</p>	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <p>There were no credit arrangements with higher education.</p>	

*Companion Volumes*

Editorial Requirements	Comments	SSO comments
<p>Standard 11: A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.</p>	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <p>There is a draft Companion Volume <i>Implementation Guide (Release 4.0)</i> which included the reviewed qualifications- <i>CUA40118 Certificate IV in Professional Writing and Editing</i> and <i>CUA50118 Diploma of Professional Writing and Editing</i>. This is a general CUA Companion Volume and hence covers many industry sectors. All mandatory information is covered in this guide.</p> <p>There is additional information about the professional writing and editing industry focussing on the work undertaken by writers and editors. Projections about future employment and industry growth are also covered.</p>	
<p>Standard 12: Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	<p>No other Companion Volume was provided relevant to this review.</p>	

## Other

Editorial Requirements	Comments	SSO comments
Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the templates including mapping information and packaging rules, and in the <i>companion volume implementation guide</i> .	The qualification and unit codes and titles were accurately cross-referenced throughout the templates including mapping information and packaging rules, and in the <i>companion volume implementation guide</i> .	
Units of competency and their content are inserted in full, including any imported units of competency	All 19 training products were provided in full for this review.	

## Equity Report

The following equity report was produced by Bernadette Delaney as part of the quality assurance process.

# Equity Report

## Section 1 - Details of draft training package components

Information required	Detail
Training Package title and code	<b>Culture and Related Industries CUA Training Package Release 4.0</b>
Number of new or revised qualifications	<b>2</b>
Number of new or revised units of competency	<b>15</b>
Confirmation that the draft endorsed components meet the requirements in Section 2	<b>The draft qualifications (2), the skill sets (2), the units of competency and the assessment requirements (15) and the draft <i>Implementation Guide (Release 4)</i> meet all the requirements in Section 2.</b>
Person completing the Equity Report and organisation. <sup>1</sup>	<b>Bernadette Delaney Delaney Associates Pty Ltd Member of the Training Package Quality Assurance Panel</b>
Date completed	<b>11<sup>th</sup> July, 2018</b>

<sup>1</sup> Persons not a member of the Training Package Quality Assurance Panel are required to provide the following additional information: demonstrated experience in analysis of equity issues in the training or educational context; demonstrated understanding of vocational education and training; demonstrated commitment by the person to ongoing professional development; details of relevant qualifications and/or professional membership(s).

## Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments	SSO comments
Provide brief commentary on whether the draft endorsed components meet each of the equity requirements		
<p>Draft endorsed components comply with the Training Package Products Policy (see Training Package Standard 2).</p>	<p>Yes. Skills for Australia have complied with the <i>Training Package Products Policy</i>. Standard 2 has been met and draft qualifications <i>CUA40118 Certificate IV in Professional Writing and Editing</i> and <i>CUA50118 Diploma of Professional Writing and Editing</i>, have been coded with a 2018 identifier and titles with appropriate industry terminology and reflecting the application of each qualifications.</p> <p>Qualification mapping information has been provided in the draft <i>Implementation Guide (Release 4.0)</i>.</p> <p>For both qualifications, the packaging rules are clear and have been supported by industry stakeholders. Electives provide a large range of choice from currently endorsed training packages qualifications or accredited courses. The qualifications utilise units of competencies from other training packages to ensure a range of industry contexts have been catered for in the design principles.</p> <p>The draft Companion Volume <i>Implementation Guide (Release 4.0)</i> for the draft <i>CUA Training Package (Release 4.0)</i> includes updates relevant to the draft qualifications. In particular, descriptions of the professional writing industries are discussed.</p> <p>Qualifications pathways advice is provided in the draft <i>Implementation Guide (Release 4)</i>.</p>	

### Training Package Quality Principles

#### Quality Principle 4

Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

*Key features*

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners.

What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?

Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
<p>1. What evidence demonstrates that the draft components provide flexible qualifications that enable application in different contexts?</p>	<p>The draft qualifications, <i>CUA40118 Certificate IV in Professional Writing and Editing</i> and <i>CUA50118 Diploma of Professional Writing and Editing</i> are designed to cover the diversity in writing and editing roles across a range of industries. They are designed to provide flexibility to suit different contexts where these skills have been identified.</p> <p>There are no entry requirements for the draft qualification <i>CUA40118 Certificate IV in Professional Writing and Editing</i>. There are entry requirements for the <i>CUA50118 Diploma of Professional Writing and Editing</i> but they are not formal qualifications. Rather they are to ensure evidence of capability and suitability so that entrants will be clear about the technical demands of the Diploma qualification.</p> <ul style="list-style-type: none"> <li>• There are no specialisations in the electives but all the electives are available to select for the range of writing and editing work contexts.</li> </ul> <p>Flexibility is evidenced through the packaging rules of both qualifications which allow for elective selection to be from electives listed as well as two electives from listed electives or any currently endorsed training package qualification or accredited course. This will provide applicants with the ability to select units that may be very specific to their particular industry.</p> <p>The units of competency and their associated assessment requirements were checked for the clarity of expression, for internal logical relationships and for consistency across the 15 units/assessment requirements presented.</p>	

Equity requirements	Equity reviewer comments	SSO comments
Provide brief commentary on whether the draft endorsed components meet each of the equity requirements		
	<p>The breadth and depth of the units and assessment requirements was reviewed to ensure that they would support implementation across a range of settings and that they were clearly presented for end users.</p>	
<p>2. Is there evidence of multiple entry and exit points?</p>	<p>The draft qualifications, <i>CUA40118 Certificate IV in Professional Writing and Editing</i> and <i>CUA50118 Diploma of Professional Writing and Editing</i> allow for direct entry. Even though there are some entry requirements, for the Diploma, it is not prescribed how these requirements are to be met.</p> <p>There is a logical link between the two qualifications. Even though there are three core units in the <i>CUA50118 Diploma of Professional Writing and Editing</i> which have prerequisites, the design approach has been mindful of flexibility as these three units are available both in the core of <i>CUA40118 Certificate IV in Professional Writing and Editing</i> but also offered as electives in <i>CUA50118</i>.</p> <p>The qualification pathways are in the draft companion volume <i>Implementation Guide 4.0</i> and they are shown in relation to the two qualifications and various jobs in the industry.</p>	
<p>3. Have pre-requisite units of competency been minimised? Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?</p>	<p>There are four prerequisite units of competency for five units of competency in the <i>CUA50118 Diploma of Professional Writing and Editing</i>. These prerequisite units can be chosen as electives which ensures the prerequisites are not a barrier to entry.</p> <p>Three of these units are also in the core of the <i>CUA40118 Certificate IV in Professional Writing and Editing</i> which provide flexibility for this pathway.</p> <p>The draft <i>Implementation Guide 4.0</i> also advises that in the Training Package the achievement of the draft qualifications <i>CUA40118 Certificate IV in Professional Writing and Editing</i> and <i>CUA50118 Diploma of Professional Writing and Editing</i> may occur through:</p>	

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
	<ul style="list-style-type: none"> <li>• off-the-job training, e.g. attending classroom-based learning programs</li> <li>• on-the-job training, e.g. apprenticeships, traineeships</li> <li>• recognition of prior learning</li> <li>• credit transfer.</li> </ul>	

### Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

#### Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	<p>Pathways for these qualifications are discussed in the updated draft <i>Implementation Guide 4.0</i>. A pathways chart lists the likely job outcomes of the qualifications and the two skill sets.</p> <p>VET in Schools is not relevant to these qualifications. Qualifications for Certificates 1 to III are used in VET in schools.</p>	

### Quality Principle 6

Support interpretation by training providers and others through the use of simple, **CONCISE LANGUAGE** and clear articulation of assessment requirements.

#### Key features

Support implementation across a range of settings and support sound assessment practices.

Units of competency are clearly written

Training Package components are compliant with the TGA/National Register requirements for publication.

Equity requirements	Equity reviewer comments	SSO comments
Provide brief commentary on whether the draft endorsed components meet each of the equity requirements		
1. Does the 2.1 Companion Volume Implementation Guide include advice about: Pathways Access and equity Foundation skills? (see Training Package Standard 11)	There is a pathways section in the Implementation Guide. The section on Access and Equity in the draft <i>Implementation Guide 4.0</i> covers reasonable adjustment. The Foundation Skills section explains the application of the Australian Core Skills Framework (ACSF) and the importance of Foundation Skills. The units of competency and assessment requirements are clearly written in the required style of the Standards. All evidence requirements related to the performance criteria and the performance evidence specifies clearly the volume or frequency of the product evidence. The reference to foundation skills on each unit of competency will assist assessment planning in a variety of contexts.	

## Quality Report

The following quality report was produced by Sally Tansley as part of the quality assurance process.

# Quality Report

## Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	Culture and Related Industries CUA Training Package Release 4.0
Number of new or revised qualifications	2 new qualifications (there are also 2 new skill sets)
Number of new or revised units	15 new units
Confirmation that the draft endorsed components meet the <i>Standards for Training Packages 2012</i>	The draft endorsed components meet the Standards for Training Packages 2012.
Name of panel member completing Quality Report	Sally Tansley, J&S Learningwork
Statement that the panel member <ul style="list-style-type: none"> <li>is independent of development and/or validation activities associated with the <i>Case for Endorsement</i></li> <li>has not undertaken the <i>Equity and/or Editorial Report</i></li> <li>is independent of the Training Package or Training Package components being reviewed.</li> </ul>	I declare that: <ul style="list-style-type: none"> <li>I am independent of development and/or validation activities associated with the <i>Case for Endorsement</i></li> <li>I did not undertake the <i>Equity and/or Editorial Report</i></li> <li>I am independent of the Training Package or Training Package components being reviewed.</li> </ul>
Date completed	12 July 2018

## Section 2 – Compliance with the standards for training packages

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 1 Training Packages consist of the following:</p> <ol style="list-style-type: none"> <li>1. AISC endorsed components: <ul style="list-style-type: none"> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency)</li> <li>• qualifications</li> <li>• credit arrangements</li> </ul> </li> <li>2. One or more quality assured companion volumes.</li> </ol>	NA	<p>All required components were provided relevant to this case for endorsement being qualifications, skills sets, units of competency and associated assessment requirements and the implementation guide. Credit arrangements not applicable.</p>
<p>Standard 2 Training Package developers comply with the AISC <i>Training Package Products Policy</i>.</p>	Y	<p>Some recommendations were provided to ensure that the Training Package Products Policy was met.</p> <p>These included justification of entry requirements for the Diploma qualification in the Implementation Guide and to support access and equity issues.</p> <p>These were all implemented by the SSO.</p> <p>It is noted that some of the units in the new qualifications and skill sets will be superseded subject to the digital change, emotional intelligence and program management CFE being endorsed.</p> <p>However, following discussion with PwC Skills for Australia it was agreed that as these units may not be endorsed prior to this CFE being endorsed. The qualifications and skill sets for professional writing should include current units for the time being.</p>

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 3 Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i> .	Y	Extensive consultation was conducted to input into the professional writing qualifications. This was detailed in the case for endorsement.  I recommend that in the future, where possible, a QA Panel Member appointed is involved at an earlier stage to provide support and recommendations from the beginning of the development process right through to endorsement.
Standard 4 Units of competency specify the standards of performance required in the workplace.	Y	Minor suggestions for improvement were provided to ensure that all units of competency specified the standards of performance in the workplace.  These were all implemented by the SSO.
Standard 5 The structure of units of competency complies with the unit of competency template.	Y	
Standard 6 Assessment requirements specify the evidence and required conditions for assessment.	N	Minor suggestions for improvement were provided to ensure that all units of competency specified the standards of performance in the workplace.  These were all implemented by the SSO.
Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.	Y	
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type.	Y	
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template.	Y	

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Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	NA	
Standard 11 A quality assured Companion Volume Implementation Guide produced by the Training Package developer is available at the time of endorsement and complies with the Companion Volume Implementation Guide template.	Y	<p>Recommendations were provided to ensure that the Standards for Training Packages are met.</p> <p>This related to the justification of entry requirements in the Implementation Guide for the Diploma qualification and to support access and equity issues.</p> <p>It also included a recommendation regarding revisions to the pathways information to take into account the AQF Pathways Policy.</p> <p>These were all implemented by the SSO.</p>
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	NA	

### Section 3 – Comments on how the draft training package components meet the quality principles

#### 1. Reflect identified workforce outcomes

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Driven by industry's needs	Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs	Y	I discussed the inclusion of the unit BSBPMG522 Undertake project work within the Diploma qualification. I felt this unit is a unit that reflects project management in a large organisation (e.g. with requirements for review of an existing project scope, consultation with a range of stakeholders to develop project plans, etc.). I had concerns whether this may be appropriate for a large part of the sector that are freelance writers and therefore may not fit. The building in of project management skills to relevant units could be more appropriate. However, the SSO provided a clear rationale for the inclusion of this unit within the Diploma and confirmed industry support for such. It is noted that the Victorian STA submitted a report by exception and a consensus on these dissenting views could not be reached.
Compliant and respond to government broad policy initiatives	Training package components are compliant with the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy Evidence that the training package components respond to Ministers' policy initiatives, in particular the 2015 training package reforms	Y	See comments in Section 2.

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Reflect contemporary work organisation and job profiles incorporating a future orientation	Open and inclusive consultation and validation commensurate with scope and impact has been conducted	Y	It is noted that the Victorian STA submitted a report by exception pertaining to the inclusion seven elective units In the Diploma of Professional Writing and Editing they saw as relevant to the job role. However, a consensus on these dissenting views could not be reached.

## 2. Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support movement of skills within and across organisations and sectors	Packaging rules, qualifications framework, and pathways support movement within and across sectors Identification of skill sets that respond to client needs	Y	Both qualifications and skill sets include units from other Training Packages which can provide pathways into other qualifications or skill sets.
Promote national and international portability	Other national and international standards for skills are considered	NA	No reference in case for endorsement and did not consider that other than the standards for the review that other standards needed to be considered.

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Reflect regulatory requirements and licensing	Solutions to incorporate licensing and regulatory requirements are brokered and there is clear evidence of support from licensing and industry regulatory bodies	NA	

### 3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Reflect national consensus	Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC.	Y	Yes, the case for endorsement refers to some dissenting views and the consensus outcomes. In addition, the Victorian STA submitted a report by exception and this is shown in the Case for Endorsement.
Recognise convergence and connectivity of skills	Best use is made of cross-industry and work and participation bank units	Y	Units imported from other Training Packages.

#### 4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Meet the diversity of individual and employer needs	Provide flexible qualifications that enable application in different contexts	Y	
Support equitable access and progression of learners	Provide multiple entry and exit points Pre-requisite units of competency are used only when required	Y	Entry requirements are specified for the Diploma qualification. Recommendations for the rationale of these entry requirements in the Implementation Guide were made. Five units include pre-requisites. These appeared to be justifiable based on logical skill development requirements from the pre-requisite unit to the unit itself.

### 5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support learner transition between education sectors	Provide pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications	NA	

### 6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support implementation across a range of settings	Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package	Y	

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Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support sound assessment practice	Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth	Y	See comments in section 2.
Support implementation	Compliance with the TGA/National Register requirements for publication Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package	Y	See comments in section 2.

# ***Appendix B Report by Exception***

As noted above in the Case for Endorsement (section 3.1), the Victorian STA requested a report by exception be included in the Case for Endorsement. Reports by exception are utilised when an industry or government stakeholder holds a differing view from that espoused in the Case for Endorsement and provides the AISC with an objective overview of the issue and the steps taken to find a resolution.

The Culture and Related Industries IRC working group has engaged in continuous communications, taking steps consistently throughout the process to resolve the Victorian STA's request for additional units of competency to be added to the Diploma, including:

- The Culture and Related Industries IRC responded to and incorporated feedback in line with extensive industry consultation with over 100 stakeholders nationally. At all stages of the review, the IRC actioned and incorporated feedback from the Victorian STA and industry in the development of the proposed content and structure of the qualifications;
- The Culture and Related Industries IRC directed the SSO to increase the creative units of competency in the qualifications in line with Victorian STA feedback that was aligned with industry consultation;
- The Culture and Related Industries IRC working group met to interpret, discuss and consider the Victorian STA feedback in regard to the remaining suggested electives to incorporate this feedback where commensurate with industry consultation and learner outcomes identified over the course of consultation; however, found that the additional seven electives were not commensurate with vocational outcomes identified by industry during consultation;
- To resolve this, the Culture and Related Industries IRC Chair, the SSO and the Victorian STA met in person to discuss the feedback. Further, the IRC provided detailed written responses on two separate occasions to the Victorian STA, to explain the rationale behind not including the seven suggested units of competency and attempt to resolve the Victorian STA's request;
- The Culture and Related Industries IRC working group ultimately incorporated the Victorian STA's alternative recommendation to extend the packaging rules in a genuine attempt to accommodate the Victorian STA's concerns and allow for flexibility for learners to maximise vocational outcomes.

Despite the SSO and IRC's best efforts to amend training products over a significant period of time and the attempts made to reach agreement and find a resolution, the Victorian STA has since requested a report by exception be included in the Case for Endorsement. The content of the Victorian STA's response is outlined below for the AISC's reference.

*“VIC TPU has significant issues which will impact on the implementation of the Diploma of Professional and Writing and Editing in relation to both content and structure. TPU has consistently put forward views on this matter as a result of issues raised by Victorian industry representatives delivering the current qualification in various Victorian RTOs.*

*In summary, the following have issues have not been resolved and, while the email responses from PwC SFA are appreciated they have not addressed the key concerns or provided a valid rationale for why the requested seven UoCs have not been included within the elective bank of the Diploma.*

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*The key issues which have been brought to the attention of PwC SFA on a number of occasions are:*

- *Insufficient consideration of the feedback from Victorian industry during the development phase and the advice that the required amount of creative content is lacking.*

*It is noted that PwC SFA seems to have put forward a number of reasons over time for not including the requested UoCs in the elective bank, as requested by Victoria. The Case for Endorsement now states:*

- *The IRC considered that there was not widespread industry support at a national level for the inclusion of the additional electives; and*
- *This was supported by findings that the electives will duplicate skills that exist in the currently proposed units for inclusion in the elective bank.*

*In response, it is important to note that:*

- *widespread industry support at a national level is not required because the elective bank is designed (or meant to be) for flexibility to provide for regional variations across the nation and different industry and learner outcomes; and*
- *no evidence of duplication has been provided, however, since it is being relied on to deny additions to the elective bank I question the justification for the development of new content if this duplicates existing Units of Competency.*

*In addition, the Case for Endorsement also states:*

- *Specifically, it was noted that the vocational prospects for fiction writers in some states and territories were lower than those in states such as Victoria;*
- *The creative industries rely on artistic talent for the capability of the entire sector. Industry feedback was clear that this must be a priority consideration when making decisions about training products, the role of which is to nurture creative talent.*
- *The current training system supports the teaching of genre specific skills; currently housed within a Victorian state-accredited course. These skills would be at serious risk of loss if they were not offered within the CUA Training Package.*

*Given the industry outcomes evidenced in Victoria and PwC SFA's statements about supporting artistic talent as a priority, nurturing creative talent and noting the risk of loss if particular UoCs were not offered, it is incomprehensible that PwC SFA rejects the request from Victorian industry stakeholders to include the requested UoCs within the elective bank – noting that this has no negative impact on industry as a whole or other jurisdictions.*

*It is noted that the IRC relied on a Working Group (rather than a TAC) to guide this work and this Working Group did not appear to include technical industry experts that could provide specialist industry subject matter knowledge and assist in identifying validation activities during the duration of the project.*

*Conversely, and as you are aware, Victoria has a long history of delivery of Professional Writing and Editing and a depth of knowledge of what stakeholders want. As a result I remain unclear about substantiated reasons for not including the requested UoCs in the elective bank. From a Training Package policy and implementation perspective, our suggestion provides for industry outcomes and flexibility for learners.*

*It should be noted that Victorian stakeholders would have preferred the development of other content and is opting for existing UoCs included in the elective bank as a quick and easy solution.*

*Consequently, I reiterate that the Victorian STA (and in response to industry needs) requests the inclusion of the following UoCs within the elective bank of the Diploma of Professional Writing and Editing:*

- *CUAWRT402 - Write extended stories*
  - *Rationale: This could provide a Novel Writing/Creative Nonfiction 'longer narrative' option freeing up fiction and nonfiction unit options for shorter forms.*
- *BSBCRT403 - Explore the history and social impact of creativity*
  - *Rationale: It provides another unit option specifically designed to give students a social and cultural context for their creativity.*

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- *CUAWRT602 - Edit scripts*
  - *Rationale: Provides a second screen and television unit option. In addition, this unit pairs with 'CUAWRT601 Write scripts' which is currently listed in the elective bank.*
- *CUAMCP302 - Write song lyrics*
  - *Rationale: Stakeholders have advised they would prefer the inclusion of a Poetry UoC and, though not ideal, the above unit provides a lyric-poetry option that is currently unavailable.*
- *CUAPPR501 - Realise a body of creative work*
  - *Rationale: Provides for students to undertake creative projects across years and in unison with other units.*
- *CUAPPR601 - Originate a body of independent creative work*
  - *Rationale: Provides for students to undertake creative projects across years and in unison with other units.*
- *PSPGENo81 - Provide public affairs writing and editorial services*
  - *Rationale: Provides another much needed traditional journalism option.”*

As noted above in Section 3.1, at each point, the Culture and Related Industries IRC has taken steps to ensure genuine efforts were made to accommodate and incorporate the Victorian STA's feedback where this was commensurate with industry consultations. Ultimately, the IRC holds that the request from the Victorian STA to incorporate additional units of competency in the elective bank of the Diploma qualification has been mitigated and accommodated by the increased flexibility allowed for in the packaging rules. It is the IRC's view that this approach provides the most appropriate balance between flexibility for learners in elective selection, as well as reduction in duplication of learning outcomes in the national package. Additionally, the IRC is confident it has allowed sufficient time and provided opportunities for a resolution of this issue, in its communications with the Victorian STA in person as well as detailed written communications on several occasions and at multiple stages of review over the past two years. The IRC believes the approach taken to accommodate learner needs via flexibility in the packaging rules is the approach supported by industry at a national level and the approach that will best maximise vocational outcomes for learners.

Considering that the Victorian STA has indicated its support for the transition and implementation of the qualifications into the national package, and the attempts made to resolve the one outstanding issue, the IRC is of the view the AISC should support the implementation of the proposed qualifications.