

*The Editors NSW meeting on 3 March 2020 featured an overview of the accreditation exam, including what to expect, and the benefits of being accredited for anyone contemplating sitting the exam. The presenters, Dr Linda Nix AE and James Bean AE, shared their experiences of sitting the exam and being accredited. They were joined in a Q&A session by the President of Editors NSW, Julie Ganner AE. This article is a transcript of that meeting, transcribed and edited by Dr Catherine Heath AE and Dr Pam Faulkes AE. Despite the postponement of the 2020 accreditation exam, it is published for members' benefit for preparation for the exam, which will be rescheduled when the Covid-19 situation allows.*

### Linda Nix: An overview of accreditation and the exam

For those of you who don't already know me, I've been the NSW branch delegate to the Accreditation Board for nearly three years, and the chair since the start of 2019. I spent most of my professional life in Sydney but moved to Armidale in northern NSW in 2016.

Tonight I will give an overview of the accreditation exam and talk about my personal experiences as an editor and of becoming accredited. I am passionate about both these topics – about being an editor and the importance of accreditation. The topics I will cover are:

- what accreditation means to the profession
- what being an Accredited Editor means to me personally
- how accreditation relates to professional development
- what the exam tests and what it does *not* test
- what has changed in this year's exam
- how to assess your readiness
- what resources are available to help you prepare.

### What accreditation means professionally and personally

Accreditation is the reason that IPed exists. It is the difference between being a professional organisation, or an organisation of professionals, and a gathering of people who do similar work. If you are in two minds as to whether to support accreditation for editors, just ask yourself:

- Do I consider the work I do as an editor has value?
- Is it work to which the level of my skills and experience contribute?
- Do I want to be recognised for my value, skills and experience as an editor?
- Do I want to be paid professional rates?

I asked myself those questions many times before I even found out about accreditation. My answer was yes to all, of course.

I started my career in editing in 1997 as an editor in a publishing house on the basis of an English degree and sitting a basic editing skills test involving mark-up on paper. There were no specific publishing or editing courses in those days. Once I got the job, I received extensive in-house editorial training as well as learning on the job. In the time I worked

for that publisher and others, and even when I went freelance in 2010, I did not even know there was a society for editors, and yet at the same time I was struggling to articulate to non-editors and clients what editors *do*, besides fix spelling, and to convince colleagues, and then clients, of the value an editor brings beyond a final proofread.

Some of the later roles I had with publishers did not even have ‘editor’ in the job title, but I still considered my editing skills integral to those roles. Some people considered me a business writer. Others tried to convince me that some of my skills belonged to designers, not editors, but at that stage I had yet to meet a designer who could interpret and lay out text, much less correct formatting issues, without explicit instructions from an editor. One former colleague, when the word ‘editor’ was not in my formal job description, on hearing I was freelancing as an editor said, ‘Just because you say you’re an editor doesn’t make you an editor’. I thought that was true, but I possibly interpreted it differently from how she meant it. I knew that, no matter my job title or the job’s scope, I was at heart an editor and always would be. But I lacked the framework for talking about it.

If the IPEd conference in 2011 had not been in Sydney, it may have taken me a few more years to realise there were like-minded colleagues with similar skill sets out there. Joining the then Society of Editors (NSW) was one of the best things I did. Even so, it was not until I went to the 2013 conference in Fremantle that I learned about the accreditation exam and the *Australian standards for editing practice*, when the second edition was launched. The *Standards* were a revelation for me. Here were all the activities in which I had skills and experience – including aspects of design approached from an editing perspective under Standard A5: Design, typography and formatting – and they were all considered part of professional editing practice.

I immediately looked into the possibility of sitting the next accreditation exam in 2014. I did the exam preparation workshop run by Meryl Potter in 2014 and discovered two things. First, my language and copyediting skills, and my knowledge of editing practice, seemed sufficient to pass the exam. Second, 10 years of working onscreen had atrophied my paper mark-up skills (remember, I did my first test on paper) and to have any chance of passing I would need to spend serious time practising paper mark-up under exam conditions. My schedule that year was such that I never found the time to practise, so I was relieved to hear at the 2015 conference that the next exam would be onscreen. In 2016 I sat the first onscreen exam and passed – not without a lot of practice still.

Being accredited, though, has been about more than just that piece of paper certifying that I am a competent editor (and it is a piece of paper; you get a nice certificate). As a freelancer, it does not matter to me that clients do not know what ‘Accredited Editor’ or ‘AE’ means, though it is great to have that as a search field on the IPEd Editors Directory. It is more important that *I* know what it means.

I found the work it took to prepare for the exam improved my skills and I have continued to apply the discipline it enforced on me in my daily work. Style sheets, in particular, were something I was very lackadaisical about. Clients never seem to ask for them, but I have got in the habit of creating a style sheet for each publication anyway, even if I am the only person who ever sees it.

Just the process of becoming accredited has boosted my own confidence in my professionalism. That, for me, has been the greatest benefit and I would like to think that my clients, after working with me, now understand what ‘AE’ means and think it is something valuable. Being accredited is about more than just getting a piece of paper and some letters after your name.

## How accreditation relates to professional development

Accreditation is not over once you pass the exam. Being accredited means you are making an ongoing commitment to the editing profession and to your own professional development. AE status is only maintained by showing, every five years, that you continue to work in the profession and continue to improve your knowledge, skills and experience.

It also means having the credentials to be involved in the accreditation scheme, and the Accreditation Board calls on AEs to help out with various aspects from time to time, such as invigilating at the exam, assessing professional development activities for renewal purposes, or (as with James and other AEs this year) running the exam preparation workshops for branches.

This aspect has been really valuable for me. My move to Armidale shortly after receiving accreditation means I am no longer able to come to branch monthly meetings in person, but being involved with the Accreditation Board means I meet and talk shop regularly with other AEs around Australia – and now New Zealand.

## What the exam tests – and what it does not test

Accreditation may not be all about the exam, but it starts with the exam. It is important to understand that the exam is not an assessment of your particular skills as an editor; it is the assessment of your general *competence* as an editor – that you are competent in the core skills required of all editors: the English language, editing and querying a manuscript, and knowledge of editing and publishing practices.

‘Competence’ means the exam is pass/fail. There is no distinction between someone who passes with the minimum overall 80 per cent mark and someone who passes with 100 per cent. If you have a high level of skills in a particular area, such as Word macros or advanced linguistics, or skills or knowledge in a specialist area, such as children’s books or medical journals, the accreditation exam does not recognise these; nor does it test them. In the future, IPed is likely to introduce a broader accreditation scheme that does look at advanced skills and specialist areas, but for now the focus is on bedding down the current scheme.

The *Australian standards for editing practice* set out areas the accreditation exam covers. You can download the *Standards* on the IPed website: [http://iped-editors.org/About\\_editing/Editing\\_standards.aspx](http://iped-editors.org/About_editing/Editing_standards.aspx). If you are not familiar with the *Standards*, you should be, even if you have no intention of sitting the exam. The *Standards* are due for review, being seven years old now, but more because these things should be revisited as a matter of good practice than because they are out of date (they are not, really).

Back to the exam. Those three core areas of competence are set out in the three parts of the exam:

- a LANGUAGE part, which tests your competence in English: spelling, punctuation, grammar, syntax and style;
- a KNOWLEDGE part, which tests your knowledge of editing and publishing practices; and
- a MANUSCRIPT part, which tests your practical copyediting skills – making corrections, writing sound author queries and creating a style sheet for a short piece of text – short being a few thousand words.

The exam is onscreen in Word and PDF, which means it also tests your basic computer literacy skills – the ability to open and save documents on a computer, to navigate a digital document, to type and to select options – as well as your ability to use Word’s Track Changes and Comments functions when editing. It does not test advanced Word skills, use of other Word tools or add-ins – although it does test your ability to refrain from relying on Spelling & Grammar check – nor does it test advanced skills in Acrobat.

## Changes to this year’s exam

The content of the exam is unchanged this year. The same three areas are still covered – although the actual questions will be different – but the names have changed. Previously, the three parts were called Parts 1, 2 and 3 (and, at one stage, Parts A, B and C). Although the order in which the parts may be completed is entirely up to the candidate, feedback and observation showed that most candidates completed them in numerical order. Because candidates differ in their strengths, this was not always an advantage and candidates could get bogged down in one part and run out of time to complete parts they would otherwise excel at. The parts are no longer named sequentially, but descriptively, according to their content (Manuscript, Knowledge, Language) so candidates can more freely choose the order in which they are completed according to what is most comfortable for them. The types of questions asked in each part are the same as they have always been.

The other main change is the document formats. Previous onscreen exams were all in Word with macros, which meant the exam developers grappled with document stability issues; two sets of exam documents were needed – one for Macs and one for PCs; and some candidates struggled with the messages thrown up by the macros when opening and saving the documents.

The new formats – PDF for the Language and Knowledge parts, and macro-free Word documents for the Manuscript parts – mean the exam documents are now both stable and platform-neutral, and require no extra steps when saving and opening. For candidates, it means learning to be comfortable navigating PDF forms, selecting the multiple-choice options onscreen, and typing text into form fields. I will say more about how you can gain that level of comfort later. The other thing is to remember to save your work as you would normally do.

Figure 1 shows the Language part of the exam; it is a PDF form. I have the navigation tab open; there will be one, though it probably will not be open by default. Anyway, you can easily find things and it is just a matter of clicking the right choice in the multiple-choice questions and then there are short copyediting questions.

Figure 1: Sample LANGUAGE part opened in Acrobat Reader

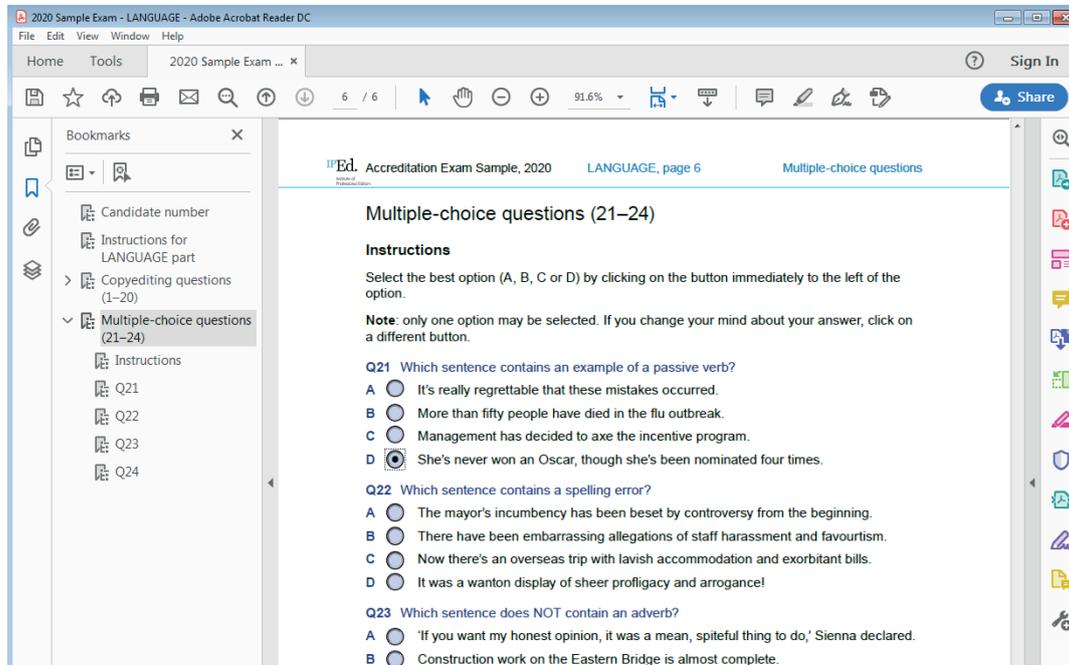


Figure 2: Sample KNOWLEDGE part opened in Acrobat Reader

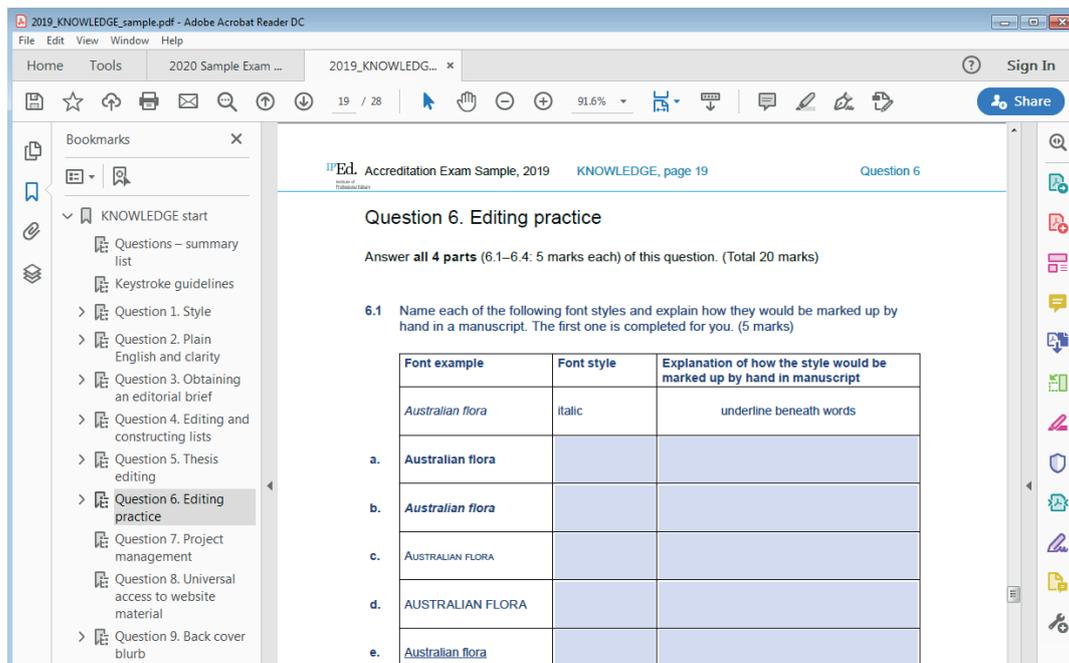
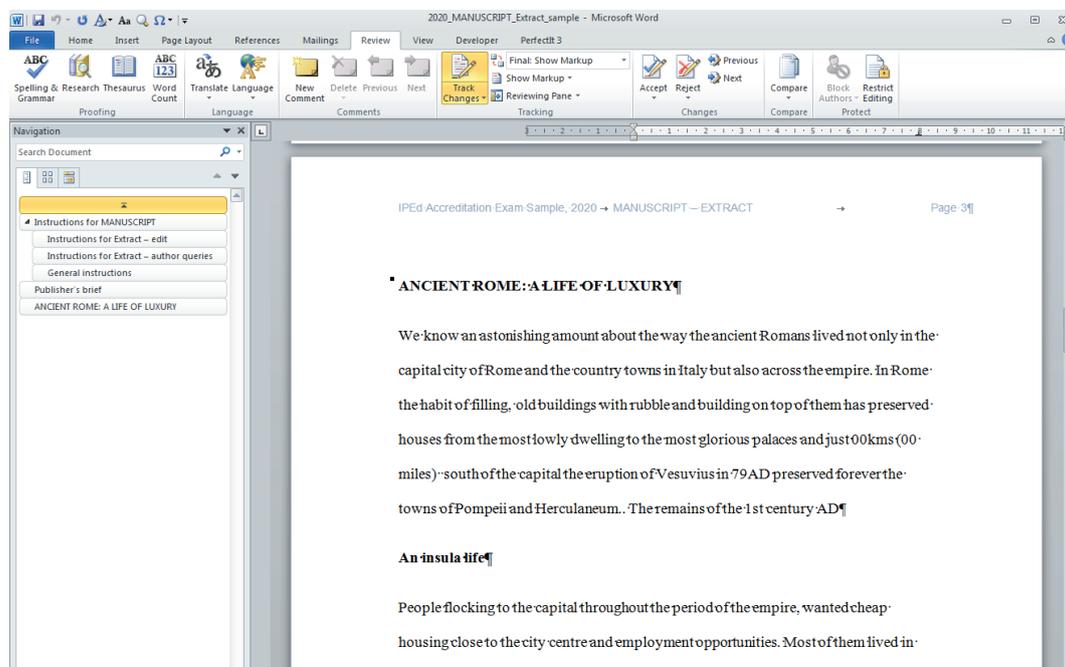


Figure 2 is an example of the Knowledge part of the exam; also a PDF. There are short-answer questions; there are text fields and when you click into those boxes you just type into them – very straightforward. It is either multiple choice or text fields for entering your answers. If anyone has registered for the exam already, the registration form is a PDF so there is a little bit of practice when you register.

Figure 3: Sample MANUSCRIPT part opened in MicrosoftWord



The Manuscript part of the exam (Figure 3) is a Word file; you have to turn Track Changes on (again, I have the navigation pane open, but you just have Track Changes on) and fire away with editing the extract. The style sheet is created also in Word. Nothing tricky about it.

The other change is that all candidates will have access to the *Macquarie Dictionary Online*. Macquarie is sponsoring the exam by providing IPEd with a free subscription only for exam day. In the past this either had to be the candidate’s own subscription or a trial subscription and some candidates had log-in issues. For this year, the *Macquarie Dictionary Online* will be open and logged in on the exam computers at the start of the exam, and invigilators should be able to log you back in if you accidentally log yourself out. As before, if you prefer to bring your own print dictionary, you are not required to use the *Macquarie Dictionary Online*.

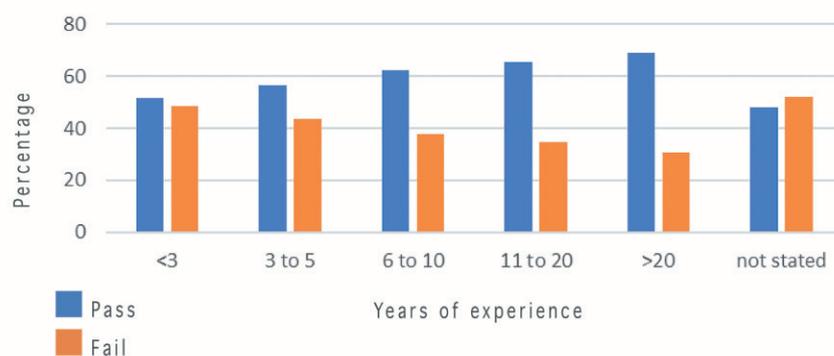
All other aspects of the exam are the same as they were for the 2018 exam.

I have talked about what accreditation means and how the exam tests your competence as an editor. I also mentioned the 80 per cent pass mark, this being the level of competence required. That means the exam recognises that an editor may not be able to fix 100 per cent of problems in a text, especially under exam conditions, or they may not know 100 per cent about everything, but they should be able to fix or know at least 80 per cent if they want to call themselves a professional.

## How to assess your readiness for the exam

How do you know if you have reached that level of competence? By the time I sat the exam in June 2016, I had been editing in some capacity, mostly full time, since July 1997 – nearly 19 years. When I started investigating the possibility in 2013 to 2014, it was about 16 to 17 years. Only after doing the exam preparation workshop in 2014 I was confident I had the skills to pass – just as soon as the exam went onscreen instead of on paper, for which I needed too much practice. The Accreditation Board does not recommend you wait as long as I did. It recommends three years’ full-time experience, or equivalent, as a professional editor.

Figure 4: Exam pass/fail rates by candidate years of experience (2008, 2009, 2014, 2016, 2018 exams)



The graph in Figure 4 is based on self-reported information (that is, what candidates tell the Accreditation Board when they register). It is missing data for the exams in 2011 and 2012, so it is not completely reliable, but you can see that previous results show that experience is a good indicator of passing or failing. While it is more or less level for three years [of experience], the blue line (the pass rate) is going up as you go to more years of experience. But the graph also shows this is only an indicator and people with less experience do pass (there are quite high rates there), while those with more experience also fail.

The only way to be sure of passing the exam is to prepare thoroughly. In the words of Wesley Wyndam-Pryce from *Buffy the Vampire Slayer*, ‘Remember the key words for any slayer: preparation, preparation, preparation.’ Buffy was no doubt channelling her inner editor when she replied, ‘That’s one word three times.’ But preparation is the key. If you prepare thoroughly, you will know if you are ready – that you have both the skills and the knowledge, and have put in the practice. Even if you decide you are not ready to sit the 2020 exam, the preparation process will improve your skills and knowledge; but if you do not prepare – if you just assume, because you make a living as an editor or have done some training, that you will pass without preparing specifically for the exam – it is very unlikely you will be ready.

## Resources available to help you prepare

The Accreditation Board and IPEd branches provide resources to help you prepare. The IPEd website includes a comprehensive list of resources, sample exams and the updated *Guide for candidates*.

There are also three specific exam-related webinars, two recorded and one coming up in a few weeks::

- preparing for the exam, which covers study, resources and time management, among other things;
- style sheets, which shows you how to create and apply a style sheet, which is part of the Manuscript part of the exam – although this is only worth four per cent overall, it is an area that many candidates fail in and yet it is simple to do once you have practised; and
- tour of the exam documents, which shows you how to navigate and use the Word and PDF exam documents.

These can all be accessed from the Professional Development area of the website: [http://iped-editors.org/Professional\\_development/IPEd\\_webinars.aspx](http://iped-editors.org/Professional_development/IPEd_webinars.aspx).

You can also contact your Accreditation Board branch delegate, which is me for NSW branch members, or the Chair, which is also currently me, if you have any questions or concerns. The names and email addresses of all Accreditation Board members are here: [http://iped-editors.org/Accreditation/Governance\\_of\\_accreditation.aspx](http://iped-editors.org/Accreditation/Governance_of_accreditation.aspx).

But the resource candidates usually find most helpful is the exam preparation workshop. James Bean will tell you more about the workshop itself.

## James Bean: The accreditation exam preparation workshop

What is going to be presented at the one-day exam preparation workshop on Tuesday 19 May\* in Sydney? It is a full day, and will follow the syllabus developed by IPEd so, for the first time, all the branches – and Aotearoa New Zealand – will be working to the same syllabus for this one-day workshop. Some are presenting it as two half days; NSW will have one full day. The benefit is that it is standardised across Australia and New Zealand, so everybody is singing from the same hymn sheet and getting the same content. Different presenters will have different styles but there is a basis they are working to.

I will summarise what this involves. The workshop will be divided up into four sessions. Like typical Editors NSW full-day workshops, there is morning tea, lunch, afternoon tea and four sessions in between.

First will be the Language part which, if you know the previous format of the exam, is the old Part 1, and there will be some practice. One key part of the day is the practice questions. You can run through the questions and then we will check them together and talk about any issues and difficulties and ways to approach them.

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\* All branch exam preparation workshops have been postponed and will be rescheduled once the Covid-19 restrictions are lifted. An online version of the workshop will be offered in 2020.

Second is the Knowledge part, which used to be called Part 3, which consists of 10 questions that relate to different aspects of editing practice. Again, there are some practical exercises.

Third is the Manuscript part of the exam. There is a short manuscript that has been prepared and you can run through that in a timed way, against the clock. When I was preparing for the exam, going to the prep workshop, and doing the exam, back in 2011, I found keeping working at pace, not letting up for the full three hours, and ensuring I was disciplined in terms of how much time I spent on each part, was important. There will be practice in preparing the style sheet – which is what Linda was talking about – a key part of manuscript editing.

Some attention will be given to the technical aspects of working with Word and PDFs and working onscreen with multiple documents, but that is not the focus of the prep workshop. The webinar Linda referred to will [demonstrate] that and doing the sample exams will give practice in manipulating the documents.

The workshop will focus more on the content. It features some strategies (time management, working with the files); goes through the resources in more detail and alerts you to some useful resources (a quick look at *Macquarie Dictionary Online*, some books, and what is on the website). We will talk about how to prepare (in terms of joining online study groups, webinars and so on), and focus on how to get yourself ready on the day. When I did the exam in 2011 it had been some decades since anybody had said ‘Open your books now’, ‘Close your books now’, ‘Put your pens down now’, so a refresher will be included on exam technique (how to treat yourself well and how to get yourself in the best possible space to do your best and optimise your prospects of passing). The syllabus is substantial, but if you come prepared to work hard, you will get a good day of preparation out of it.

## What the exam meant to me

What I value about having done the exam and being accredited seconds what Linda said. Like many editors, I started working as an editor in an accidental way. I was teaching English as a foreign language. I started writing educational materials. Through word of mouth, there was an opportunity for me to start editing for a small educational publishing company. I have learnt on the job from an experienced, wonderful editor, Jane Bowring, at a tiny company called International Language Teaching Services. I did the job okay for a few years – trundling along quite well – but my experience was limited to a tiny office in Glebe with only three of us. I learned to communicate with a small group of subcontractors (designers, illustrators, etc) but I did not have a good gauge of how my skills and knowledge rated compared to ‘proper editors’. I suspect many of us working freelance ask that question of ourselves.

In 2011, after looking at the website and wondering for a couple of years, I decided to bite the bullet and sit the exam. My preparation consisted of attending a then Society of Editors (NSW) workshop, which for me was a crash course in classic editing practice – in other words, doing the manuscript edit and copyediting practice – but also in exam technique, which as is an absolutely crucial element in preparing yourself.

I set my own self-study program. I thoroughly recommend the sample exams on the website – perhaps closer to the time of the workshop but nothing wrong with having a look. I joined an email group, which was revelatory; this was pre the days of Facebook and now there is a fantastic Facebook group that supports and helps people through their preparation (that is for down the track).

I found my preparation for the exam was a professional development exercise in and of itself. I can truly say that my editing skills have never been as honed and sharp as they were in those couple of months – it has all been downhill since then. You do get to a high-performance level; that is the idea, is it not? You are ready to start the exam, ready to get through it, and it was a satisfying and affirming process, just doing that. On the day of the exam I felt a combination of exam nerves, but I also had confidence, based on my trust in the work I had done to prepare. Passing was a satisfying experience. I have the certificate on my wall by my desk.

## Question and Answer session

*Answers were provided jointly by Linda Nix, James Bean and Julie Ganner.*

### **Q: How much does the exam cost this year?**

**Linda:** The IPEd website has a full list of 2020 exam fees at early-bird and standard rates for members, non-members, first-time candidates and resitting candidates. The early-bird fee went up just five per cent for members and for non-members higher to encourage membership. The early-bird rate is \$675 for members, but it is more if you miss the early-bird date (\$750) and more if you are a non-member (\$900 early-bird non-member, \$975 standard non-member).

### **Q: Presumably for the 19 May workshop we will use our own computers?**

**James:** Yes, for the workshop you may bring your own device. The practice materials will be given to you ahead of time (perhaps emailed). It will not be mandatory to bring a computer; some people do not want to bring them in or do not have a laptop because they use a desktop computer and cannot bring a device in. The workshop materials will be available on paper as well, even though it is not a paper exam, but the content is the same. In terms of looking at the sentences or the manuscript extract you can view them in a hard copy or onscreen on your device.

### **Q: Can you use a Mac?**

**Linda:** Yes, you can use a Mac for the exam if you request one on registration. The exam venues provide computers; the venues only have PCs so we have to hire Macs specially, which we do for those who need one. But if we do not know well in advance, we cannot get one in on the day. The exam documents are platform-neutral now and work on both Mac and PC, no problem.

**James and Julie:** For the workshop, the venue (UTS) does not provide any devices so bring your own PC or Mac if you want to use a device, or do the workshop on paper.

**Q: Is Acrobat Reader software needed on your computer for the workshop?**

**Linda:** Yes, you need Acrobat Reader but not Acrobat Pro. You will only get PDFs in a non-editable form in the exam so to practise, use the free version, Acrobat Reader.

**James:** It will be like a form into which you can type your answers.

**Q: What challenges would you foresee for someone with less than three years of industry experience?**

**Linda:** It depends what experience you have. If you are doing practical editing, the challenges might be in understanding publishing practices, so the knowledge bit might be hard, but you might be fine with the mark-up. If you have done a publishing course that has a component on editing you might be fine on the knowledge, but might lack practical experience with the mark-up, the author queries and the style sheet.

It will depend on what background you are coming from when you have less than three years. Although plenty of people who have less than three years' experience do pass, more in that category do not. As you saw on the graph in Figure 4, it did skew up with more experience. It is a matter of practice. Do the preparation and find out where your own weaknesses are, where you might be lacking skills. Do you need to practise mark-up and author queries or to read a lot of editing handbooks and brush up on copyright and things like that? Someone with more than three years should have that experience, in theory.

**Julie:** Speed might be an issue as well because you have to work quickly, so that is where experience comes in, particularly not having to spend too much time cleaning things up.

**Linda:** For me, doing the editing mark-up and author queries is something I had been doing and still do in my daily editing practice. It was not something I felt I had to spend time on, so I brushed up on my knowledge and style sheets. But if that is not something you do – edit at least 2,000 words regularly in a session and write queries and things – then that is where you should be practising.

**Q: In terms of the three parts of the exam, are they each equally weighted in the overall mark?**

**Linda:** No. The Language part (on grammar and things) is worth 20 per cent; the Manuscript part is worth 40 per cent (including editing, author queries and style sheet); and the Knowledge part is worth 40 per cent. While 80 per cent is the minimum for passing overall, you need a minimum of 65 per cent in each part. No part can be lower than 65 per cent. If you are getting 65 per cent in one part you will probably need 100 per cent in the others. Under exam pressure that is hard.

Like James, when I went into the exam, I felt confident in my preparation, nervous because it is an exam and because they are questions you have not seen. But I had my plan, I stuck to it, and put my head down and worked through. I finished with maybe 10 minutes to spare to check over. It was solid working and I found it hard mainly because of that time factor, not because of the content or lack of preparation.

**Q: Is it a three-hour exam?**

**Linda:** Yes, it is three hours plus reading time.

**James:** A point about the three hours of exam time, from my understanding you are encouraged to stand up and take a break, to ergonomically look after yourself.

**Julie:** We will escort you to the bathroom; there is coffee and tea in the breakout place. Most people do not generally have time to do that, but they know when the exam is over it is all available.

**Q: On the website there is mention of two new style guides that are being prepared for release this year. Have they been approved, or should one go ahead and buy the most commonly used one?**

**Linda:** This is a thorny question. The Accreditation Board is talking to both sets of people preparing these. We have been promised early versions so we can approve them for the exam but we have not got them yet, so at this stage it is less than satisfactory but that is the timing. When it happens, everyone will get updated. We hope they are good and will be usable because the *Style manual* is pretty out of date now, but it is all we have got.

**Q: If one applies for professional membership of IPed, even before accreditation, how long does it usually take and how are applications approved?**

**Julie:** It is not decided by committee. Anyone can join as an associate member. If you want to become a professional member the criteria are listed on the IPed website of what you need to show you have the requisite experience. If you fit the criteria then you are approved. It is done by the membership officer, and they send the branch president your details, and that is it. If you pass the exam you automatically qualify to be a professional member, so you can upgrade your membership then. Otherwise you are expected to have two years of full-time experience or equivalent, or one year if you have an editing qualification, and they ask for a couple of referees and a CV, so it is pretty straightforward. Becoming a professional member is easier than many people realise.

**Linda:** If you join as either an associate or professional member, you will get member rates on all the training and the exam.

**Q: Can you sit the exam in centres other than Sydney?**

**Linda:** Yes, IPed is holding the exam in Canberra, Adelaide, Brisbane, Melbourne, Perth and Wellington (New Zealand).

**Q: What style manual do we use in the exam and do we bring a copy?**

**Linda:** The government *Style manual* sixth edition is recommended. You may bring a copy into the exam; you do not have to, but most people do because it has some good information. You are allowed to bring it in with sticky notes all over it as well.

**Julie:** We allow other style guides, as long as you list them at the beginning of the exam. If you are used to using *Chicago manual of style*, for example, you can bring that and use that instead, as long as you say so. Do not say you are using *Chicago* and then use Australian style.

**Linda:** Tell the examiners what you are using, as they will mark you against the style you have nominated. The default style is the *Style manual*. If you want to use the *Chicago manual of style*, for example, and forget to name it, you will be marked against the *Style manual*. On the exam there is an area where you nominate the style you are using if it is not the default one. We do not force people to use the *Style manual* if they prefer something else.

## About the presenters

**Dr Linda Nix AE** has more than 20 years' experience in publishing in a variety of roles and has been freelance since 2010, providing editing, writing and design services. A specialist legal, academic and technical editor, her regular clients include LexisNexis, the Council of Law Reporting for NSW and the Stockholm International Peace Research Institute. She also edits fiction, trade nonfiction and student theses. Linda sat the first onscreen Accreditation Exam in 2016. She is Chair of the IPEd Accreditation Board, NSW branch delegate to the board since 2017, and Chair of the IPEd Standing Committee for Professional Development. She is also on the board of the New England Writers' Centre.

**James Bean AE** writes and edits in the field of English language teaching and has created materials for publishers around the world, including Shanghai Educational Publishing House, Cambridge University Press, Seibido Publishing (Japan) and International Language Teaching Services (UK). He is the editor of Hueber Lektüren, an award-winning series of graded YA fiction for German publisher Hueber Verlag. His writing work ranges from abridged classics to Test of English for International Communication (TOEIC) preparation resources. James sat the IPEd Accreditation Exam in 2011.