



Australian Government

Department of Education, Employment and Workplace Relations

BSBWRT501A Write persuasive copy

Revision Number: 1

BSBWRT501A Write persuasive copy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret a creative brief and evaluate a range of creative options to write persuasive copy. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	This unit applies to individuals who are responsible for writing persuasive copy to communicate messages in a wide range of contexts. These contexts may include television, radio, other advertising media, public relations or marketing. The unit is generally undertaken by those working in a supervisory, management or freelancing role who are primarily responsible for the development of persuasive copy. They may develop the copy individually or coordinate a team of writers.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse and interpret a creative brief	1.1. Analyse and confirm the technique/s for expressing the central idea or creative concept 1.2. Identify and check the content and supporting information for accuracy and completeness 1.3. Confirm the time schedule and budgetary requirements for creating copy 1.4. Identify legal and ethical constraints impacting on copy to be developed
2. Evaluate creative options	2.1. Evaluate design and copy options against the requirements of the creative brief 2.2. Select option/s which enable the required information and image to be communicated within time and budgetary requirements
3. Prepare persuasive copy	3.1. Create original copy with impact which sets the product, service or idea being communicated apart from the competition and competitor's promotional material 3.2. Create copy which communicates the required image, features/benefits of the product, service or idea 3.3. Create copy which meets the requirements of the creative brief in terms of information, format, language, writing style, and level of detail 3.4. Produce copy on time and within budget 3.5. Produce copy which complies with legal and ethical requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to question, clarify and monitor the effectiveness of message being delivered
- creativity and innovation skills to present ideas and information in an engaging manner
- literacy skills to write high quality, persuasive copy and to communicate complex ideas and processes efficiently and effectively
- literacy skills to write in a range of styles for different audiences
- research and data collection skills to identify company and product information.

Required knowledge

- components of the creative brief
- legal and ethical requirements relating to the advertising industry
- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
 - anti-discrimination legislation
 - consumer protection laws
 - copyright legislation
- ethical principles
- fair trading laws
 - privacy laws
 - Trades Practices Act
- organisational and advertising budget constraints
- organisational policies, procedures, products and services
- persuasive writing techniques
- grammar and punctuation.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- demonstration of effectively interpreting a creative brief to write original, innovative and persuasive copy that communicates key messages for at least one product/service or idea, on time and on budget
- reasons for choosing specific design and copy options.

Context of and specific resources for assessment

Assessment must ensure:

- access to an actual workplace environment
- access to office equipment and resources
- access to creative briefs.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- demonstration of techniques to write persuasive copy
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- oral or written questioning to assess knowledge of relevant legislation from all levels of government, codes of practice and national standards that impact on business operations
- review of copy created.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBADV509A Create mass print media advertisements
- BSBADV510A Create mass electronic media advertisements.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Central ideas may include:	• a combination of visual (illustration) and verbal (text and headline) messages • the verbal or visual device used to present the content to the reader, listener or viewer of the advertisement, such as: • analogy and association • case histories • celebrities • continuing characters • demonstrations • exaggerated situations • fantasy • photographic tricks or special effects • product uses • recipes • slice-of-life situations • testimonials
Content may include:	• the information to be communicated to the audience brand or image factors, such as: • competitive advantages • features of the product/service • where the product may be obtained • price • colour
Supporting information may include:	• evidence to support the claimed benefit • purchasing information • reassurances for existing users • requirement to specify the target audience
Copy may include:	• the words used in broadcast advertising such as: • instructions and descriptions

RANGE STATEMENT	
	• jingles • message content • production and technical information • program promos • slogans • sound sources and effects • sponsorship announcements • the words used in print advertising such as: • body copy • captions • display copy • headlines • instructions and descriptions • message content • overlines • production and technical information • subheads • taglines • underlines
<i>Legal and ethical constraints</i> may include:	• codes of practice such as those issued by: • Advertising Federation of Australia • Australian Communications and Media Authority • Australian Competition and Consumer Commission • Australian Performing Right Association • Commercial Radio Australia • Free TV Australia • contempt of court and parliament • copyright • cultural expectations and influences • defamation • discrimination • ethical principles • obscenity • policies and guidelines • privacy and other legislation • racial vilification • regulations

RANGE STATEMENT

	• social responsibilities such as protection of children, environmental issues • societal expectations
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Communication - Writing
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Co-requisite units

Co-requisite units		