3 Specialist skills and knowledge

Every specialism has its own conventions and codes. Some are listed here; if you work in a particular specialism and you think that further sections could usefully be added, please contact the training director (training@ciep.uk).

Details may include the following (this list is not comprehensive):

Knowledge criteria	Editorial competency, professional skills and attitudes	Resources to support learning/CPD
1 Common conventions and standards in the specialist subject	• Has a good understanding of the subject field • Understands the use of style conventions • Understands correct use of specialist units, symbols and abbreviations	•
2 Common reporting guidelines	• Understands appropriate standards in the subject field • Understands common reporting guidelines (eg …)	•
3 Style guides	• Understands and can use different specialist style guides	•
4 Specialist terminology and/or notation	• Understands and can use appropriate specialist terminology	•

3.1 Fiction

Demonstrates an understanding of:

- liaison with the author
- assessment of the manuscript and brief
- structural editing
- line editing

Knowledge criteria	Editorial competency, professional skills and attitudes	Resources to support learning/CPD

3.1.1 Liaison with author	- Understands the importance of being sensitive to the author's words, creations and intentions and not discounting elements of the work out of hand or imposing the editor's own viewpoint on the material	- CIEP course **Introduction to Fiction Editing**
		- CIEP guide *Getting Started in Fiction Editing*
		- CIEP Guide *Editing Fiction Containing Gender-Neutral Pronouns*
		- **Sophie Playle courses:**
		  ○ Tea & Commas: How to edit fiction professionally
		  ○ Developmental Editing: Fiction theory
		  ○ Developmental Editing in Practice
		- **Sophie Playle blog**
		- Author–Editor Clinic **The Editor's POV blog**
		- Emma Darwin **This Itch of Writing: The Blog**

3.1.2 Assessment of the manuscript and brief	- Has ability to assess a manuscript and agree a brief	
3.1.3 Structural editing	- Understands the principles of structural editing: detailed analysis of the text, advising the author of any structural or major changes required - Can identify and analyse themes and plot types; author's voice and style; different points of view; dialogue; consistency of plot, timeline and setting, character, language	

Knowledge criteria	Editorial competency, professional skills and attitudes	Resources to support learning/CPD
3.1.4 Line editing	• Understands the principles of line editing and advising the author of any textual inconsistencies, contradictions and anomalies within the text	• Louise Harnby **Switching to Fiction** (course) • Louise Harnby **How to Write the Perfect Editorial Report** (course) • Louise Harnby *Editing Fiction at Sentence Level* (2020) • Louise Harnby *Making Sense of 'Show, Don't Tell'* (2021) • Louise Harnby **Fiction editing resource library** • Tanya Gold **Working with Indie Authors**

3.2 Scientific and medical publishing

Demonstrates an understanding of:

- common conventions and standards in scientific writing
- creation and layout of tables, figures and graphs
- ethics in scientific publishing

- common format and contents of a research article
- common reporting guidelines
- scientific style guides

Knowledge criteria	Editorial competency, professional skills and attitudes	Resources to support learning/CPD
3.2.1 Common conventions and standards in scientific and medical writing	- Has a good understanding of the subject field - Understands the scientific method - Understands the use of style conventions - Understands and can use appropriate scientific/medical terminology - Understands correct use of scientific/medical units, symbols and abbreviations	- CIEP course **Medical Editing** - Council of Science Editors. *Scientific Style and Format*, 8th edn (University of Chicago Press, 2014) - ER Scheinerman *Mathematical Notation: A Guide for Engineers and Scientists* (Amazon, 2011) **Scientific Writing in Health & Medicine** (SWIHM) website **EQUATOR Network** - SWIHM **Health research reporting guidelines** - DN Baron & H McKenzie Clark *Units, Symbols and Abbreviations: A Guide for Authors and Editors*, 6th edn (Royal Society of Medicine, 2008) - American Medical Association. *AMA Manual of Style: A guide for authors and editors* (current edition)
3.2.2 Creation and layout of tables, figures and graphs	- Understands use of common types of graphs and charts (eg Kaplan–Meier curves, stem and leaf plots, bar charts, line graphs, box–whisker plots, forest plots, bubble charts) - Is aware of the need to avoid misrepresentation of data	- CIEP course **Medical Editing** - JV Freeman, SJ Walters & MJ Campbell *How to Display Data* (BMJ Books, 2008) - Association of the British Pharmaceutical Industry code of practice guidelines on figures

Knowledge criteria	Editorial competency, professional skills and attitudes	Resources to support learning/CPD
3.2.3 Ethics in scientific and medical publishing	• Understands the need for ethical approval of studies (ethics committees, standards such as Declaration of Helsinki; Guide for the Care and Use of Laboratory Animals) • Understands ICJME recommendations on roles and responsibilities • Understands conflict of interest statements • Understands principles of original work and plagiarism • Understands and applies relevant professional guidelines (eg Good Publication Practice guidelines, ABPI Code of Practice, ICJME recommendations on publishing and editorial issues, ICJME recommendations on manuscript preparation and submission)	• **ICJME website** • National Research Council, Committee for the Update of the Guide for the Care and Use of Laboratory Animals. *Guide for the Care and Use of Laboratory Animals*, 8th edn (National Academies Press, 2011) • **Committee on Publication Ethics website** • Council of Science Editors Editorial Policy Committee. *CSE's White Paper on Promoting Integrity in Scientific Journal Publications* (CSE, 2018)
3.2.4 Common format and contents of a research article	• Understands the standard components of a research article and appropriate terminology	• CIEP course **Medical Editing** • CIEP guide *Editing Scientific and Medical Research Articles*
3.2.5 Common reporting guidelines	• Understands common reporting guidelines (eg PRISMA, CONSORT, STROBE, CARE)	• CIEP course **Medical Editing**
3.2.6 Scientific and medical style guides	• Understands and can use different scientific/medical style guides	• CIEP course **Medical Editing** • American Medical Association. *AMA Manual of Style: A Guide for Authors and Editors* (current edition) • American Psychological Association. *Publication Manual* (current edition) • Council of Science Editors. *Scientific Style and Format* (current edition)

3.3 Technical communications

Demonstrates an understanding of:

- common conventions and standards in technical communications
- clarity in technical communications
- structural considerations in technical communications

Knowledge criteria	Editorial competency, professional skills and attitudes	Resources to support learning/CPD
3.3.1 Common conventions and standards in technical communications	- Understands how to edit for a global audience - Understands the challenges for translators - Understands concept of Simplified Technical English (STE)	- CIEP course **Plain English for Editors** - Simplified Technical English Maintenance Group **ASD Simplified Technical English Specification**, ASD-STE100. - S Crabbe, ed. *Current Practices And Trends In Technical And Professional Communication*. (Institute of Scientific and Technical Communicators, 2017). - R Kapp *The Presentation of Technical Information*. (Institute of Scientific and Technical Communicators, 2018). - K Vasudevan **What is API Documentation, and Why It Matters?** [blog post] 6 June 2017 - JR Kohl *The Global English Style Guide* (SAS Institute, 2008)
3.3.2 Clarity in technical communications	- Has ability to convey technical instructions with clarity - Has ability to make technical text as accessible as possible to intended users - Has ability to edit to promote greater visual communication where appropriate	
3.3.3 Structural considerations in technical communications	- Understands conventional structure of user manuals - Understands document types and technical document standards (eg API [application program interface] documentation, DITA [Darwin Information Typing Architecture] and XML)	

3.4 Legal publishing

Demonstrates an understanding of:

- common conventions and standards in legal writing
- legal style guides

Knowledge criteria	Editorial competency, professional skills and attitudes	Resources to support learning/CPD
3.4.1 Common conventions and standards in legal writing	- Has a basic understanding of the structure and functioning of the domestic legal and legislative system and any other legal system encountered frequently in work - Has an appreciation of the differences between the common law and civil law systems, and statute law and case law - Has a detailed knowledge of structure of case and legislation citations for the domestic legal system and any legal system encountered frequently in work, and also how to cite international treaties - Understands the concept of neutral citation and use of round and square brackets in English and Welsh law case citations - Understands that common legal styles require case names to be in italic type and legislation in roman type - Understands common legal terminology; where this has been revised, understands the need to use the appropriate term for the date of the case - Understands which phrases in Latin must be in italic and which in roman - Understands the concept of tables of cases and legislation and Can order entries appropriately	**Resources for the UK** - **UK legislation** - **Hansard** - **BAILII** (British and Irish Legal Information Institute) case transcriptions - Lisa Webley, *Legal Writing*, 4th edn, Routledge, 2016 (aimed at law students, but helpful for knowledge of the conventions) **England and Wales** - Courts and Tribunals Judiciary: **Structure of the courts and tribunal system** - **The Law Society** **Other jurisdictions** - **EUR-Lex Access to European Union Law** - **UN Treaty Collection** - **US Supreme Court**

Knowledge criteria	Editorial competency, professional skills and attitudes	Resources to support learning/CPD
3.4.2 Legal style guides	• Has good working knowledge of the legal style guides used by the legal systems and clients they work with frequently • Is aware of other styles and is prepared to research them if needed	• **OSCOLA** (Oxford University Standard for Citation of Legal Authorities)

3.5 Music publishing

Demonstrates an understanding of:

- common conventions and standards in music publishing
- role of the editor and proofreader in music publishing
- setting music

- music books and journals
- educational music books
- musical notation

Knowledge criteria	Editorial competency, professional skills and attitudes	Training support
3.5.1 Common conventions and standards in music publishing	• Understands different forms of music publication (eg instrumental and vocal scores, educational music books, scholarly music books and journals, magazines, programme notes)	
3.5.2 Role of the editor and proofreader in music publishing	• Understands role of the editor and proofreader in music publishing	
3.5.3 Setting music	• Understands difference between setting music for performance and setting music in the context of a book or other publication • Is aware of music typesetting programs (eg Sibelius, Finale, Score, Dorico) • Understands marking up a handwritten music manuscript for typesetting	
3.5.4 Music books and journals	• Understands role of examples of music in scholarly works • Has ability to identify problematic typesetting of music examples in proofs • Has ability to check examples for errors or knows who has responsibility to check	

Knowledge criteria	Editorial competency, professional skills and attitudes	Training support
3.5.5 Educational/instructional music books	• Has ability to judge appropriate level of content • Can identify problems in question construction in course books • Understands the need to check factual accuracy of answers in course books • Has ability to supply clear instructions to designer	
3.5.6 Musical notation	• Understands and has ability to use basic musical notation (eg notes, rests, accidentals, expression marks, clefs, time and key signatures, bar lines, staves, ties, beaming, guitar chords) • Has ability to identify errors in musical material (eg poor alignment, incorrect accidentals, misplaced note stems, incorrect beaming) • Understands correct word placement in vocal scores • Is aware of and understands more unusual/specialised notations (eg plainchant, graphics to show pitch and texture, guitar TAB scores)	