

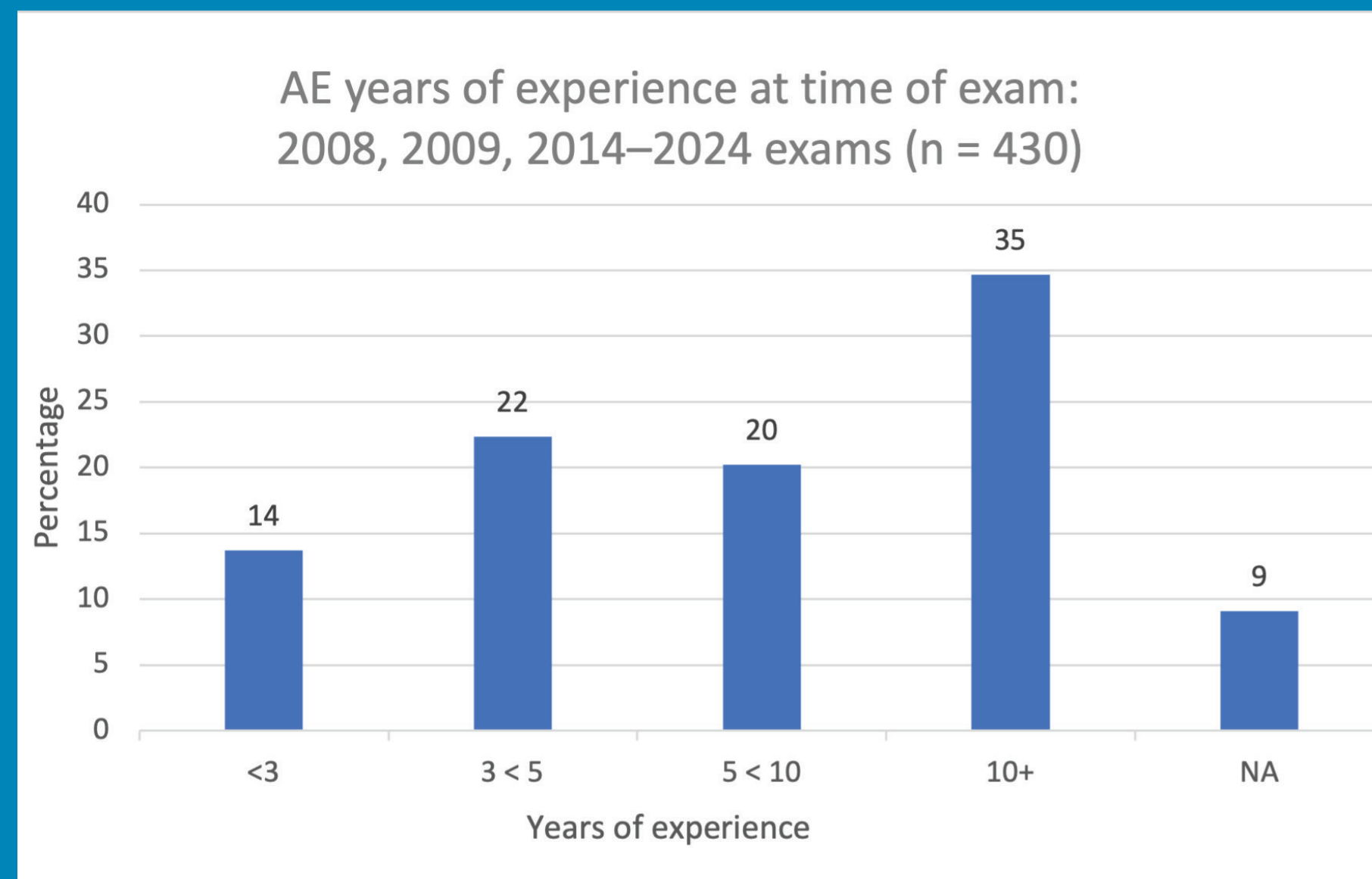
Who are our accredited editors?

Based on de-identified data collected from accreditation exam candidates when they register for the exam, this poster presents an analysis of the demographic profile of editors who have passed the IPed accreditation exam to become Accredited Editors (AEs).

Years of professional editing experience

Data from 8 of the 10 exams held to date shows that AEs have a spread of professional editing experience from less than 3 years (14%) to more than 10 years (35%). See Figure 1.

Figure 1: AE years of professional editing experience at time of registering for the accreditation exam



Source: Candidate registration data for exams held in 2008, 2009, 2014, 2016, 2018, 2020, 2022 and 2024.

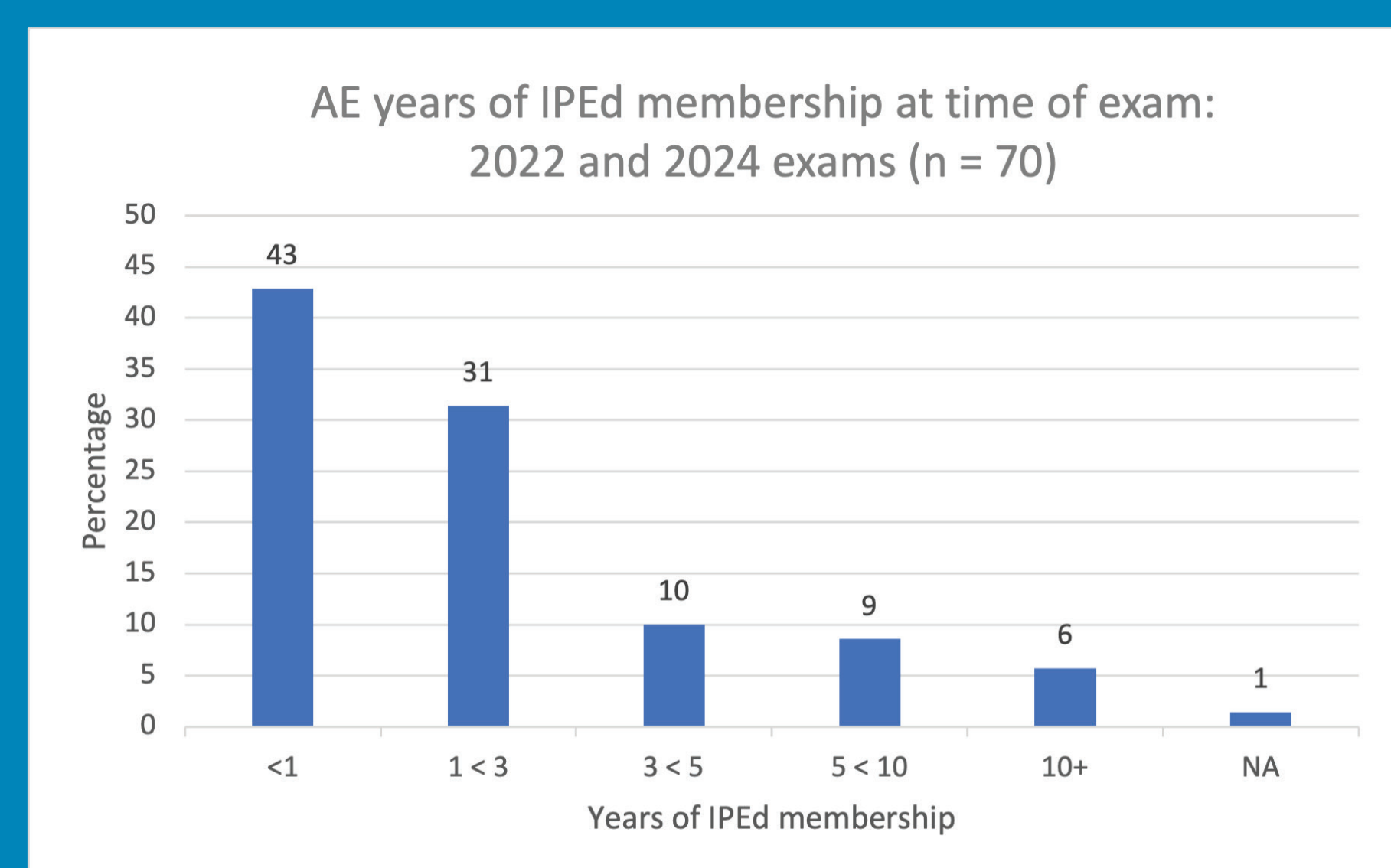
Notes:

1. NA indicates no answer for this question.
2. Data was not available for exams held in 2011 and 2012.
3. Number of years is self-reported by candidates, not independently verified. Candidates are asked not to include years spent in training or education, only experience working as an editor.

Years of IPed membership

Data from the 2022 and 2024 exams shows that a large proportion (74%) of AEs had been IPed members for less than 3 years at the time they registered for the exam, with 43% having been members for less than 1 year (see Figure 2). Before 2022, exam candidates did not have to be members of IPed or an affiliate editing organisation to sit the exam and data was not collected on number of years of IPed membership.

Figure 2: AE years of IPed membership at time of registering for the accreditation exam



Source: Candidate registration data for exams held in 2022 and 2024.

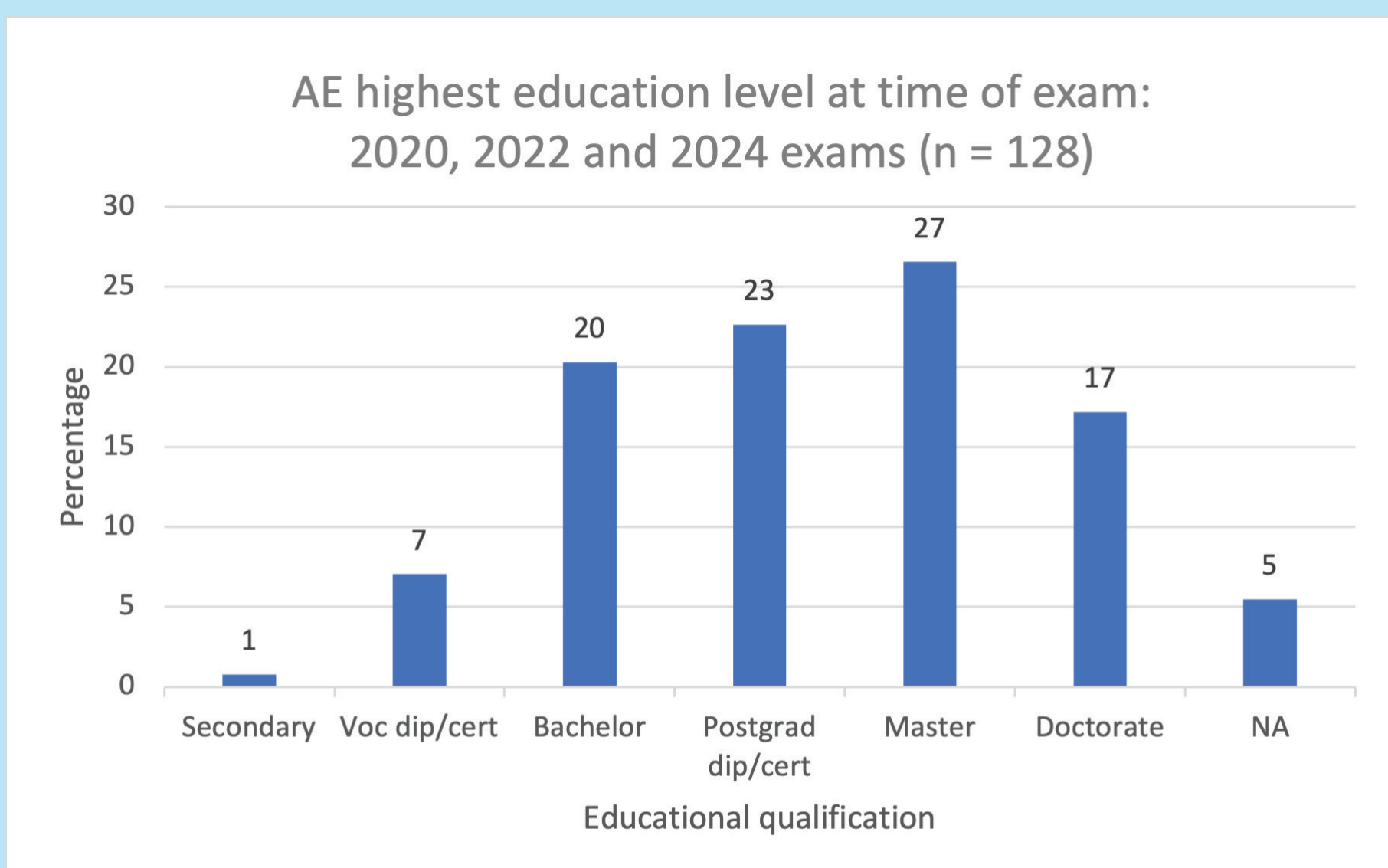
Notes:

1. NA indicates no answer for this question.
2. Data on years of IPed membership was not collected for exams before 2022, only on whether candidates were members or non-members of IPed.
3. Number of years of membership is self-reported by candidates, not independently verified.

Educational qualifications

Data from the 3 most recent exams shows that the vast majority of AEs (87%) have a university level of education, ranging from bachelor's degree to doctorate. Almost one third (30%) have diploma or certificate qualifications, either postgraduate or vocational. See Figure 3.

Figure 3: AE highest education level at time of registering for the accreditation exam



Source: Candidate registration data for exams held in 2020, 2022 and 2024.

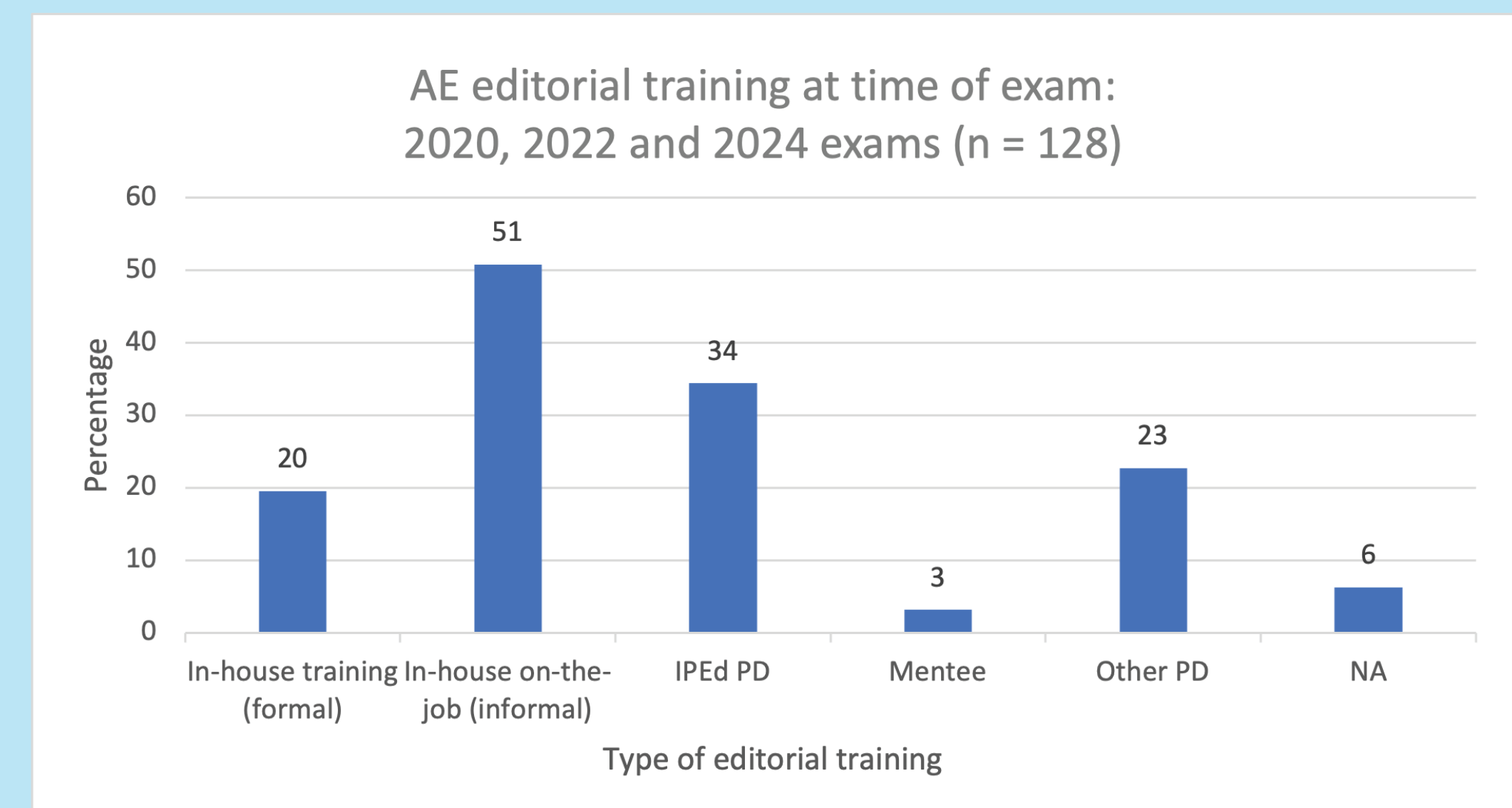
Notes:

1. NA indicates no answer for this question.

Editorial training

Data from the 3 most recent exams shows that more than half (51%) of AEs have undertaken informal in-house training, meaning on-the-job training or mentoring by managers or colleagues. A third (34%) of AEs have done some form of IPed editorial training. See Figure 4.

Figure 4: AE editorial training at time of registering for the accreditation exam



Source: Candidate registration data for exams held in 2020, 2022 and 2024.

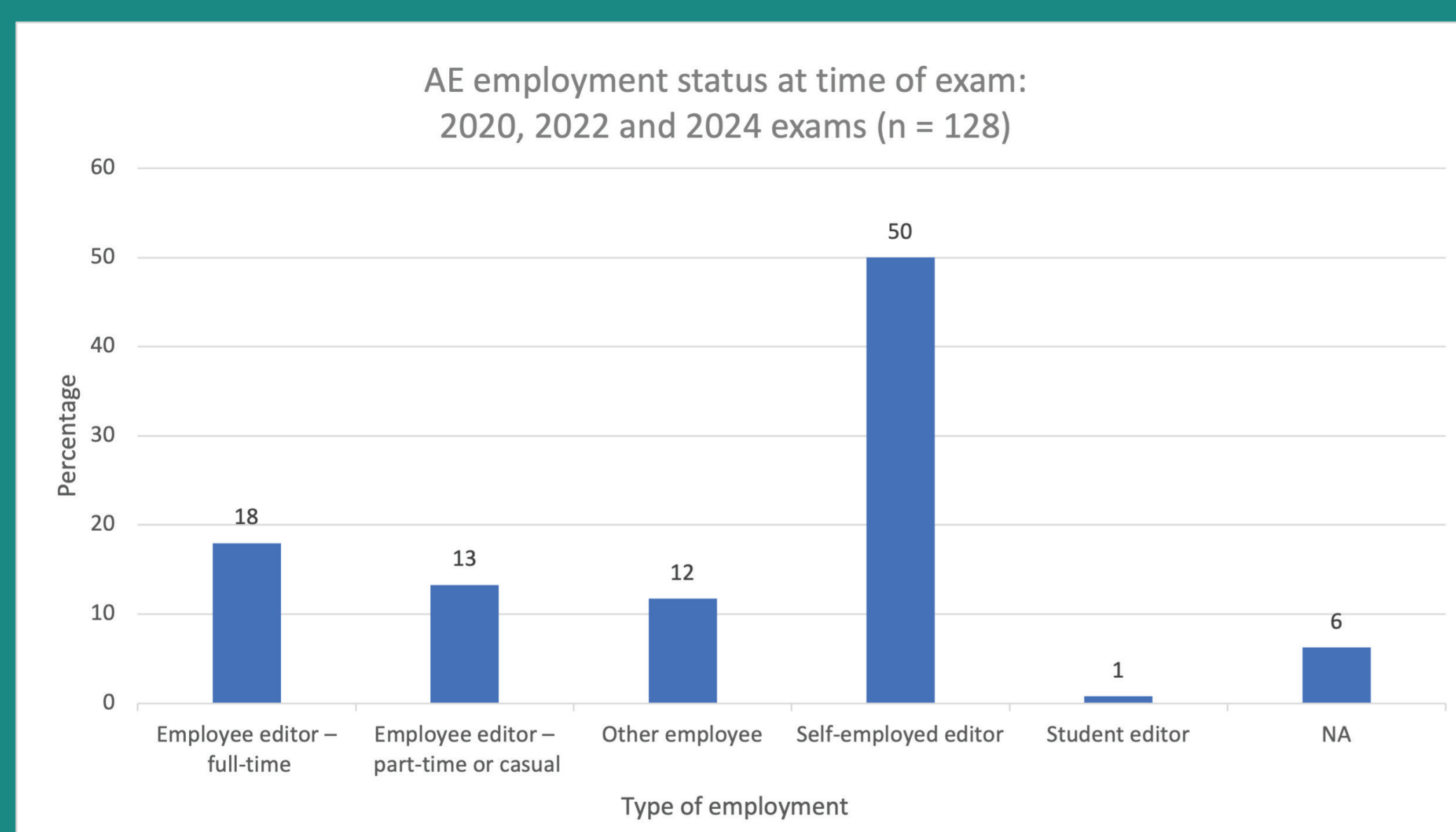
Notes:

1. NA indicates no answer for this question.
2. Percentages add to more than 100% as candidates could choose more than one type of training. Data excludes editorial training undertaken as part of tertiary education courses.
3. IPed PD excludes exam preparation workshops.

Employment profile

Data from the 3 most recent exams shows that 50% of AEs are self-employed editors and 31% are employee editors (full-time, part-time or casual). A further 12% are employed in jobs that include occasional editing work. See Figure 5.

Figure 5: AE employment status at time of registering for the accreditation exam



Source: Candidate registration data for exams held in 2020, 2022 and 2024.

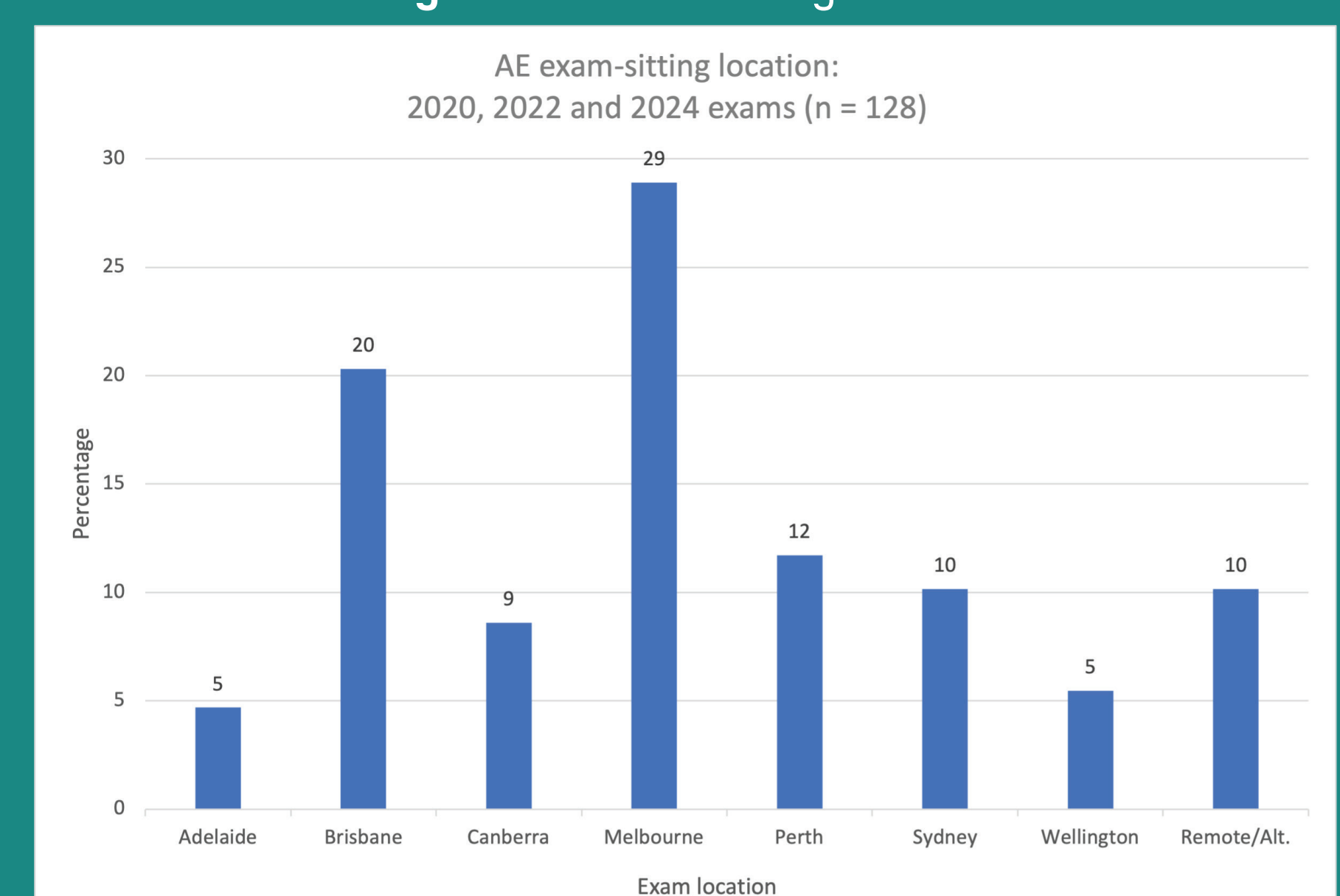
Notes:

1. NA indicates no answer for this question.

Location

Data from the past 3 exams shows that Melbourne has produced the highest proportion of AEs (29%) followed by Brisbane (20%). Canberra, Sydney and Perth have proportions ranging from 9–12%. Wellington and Adelaide have the smallest numbers. Remote or alternative venues account for 10% of AEs. Note that these AEs may be located anywhere in Australia or overseas. See Figure 6.

Figure 6: AE exam-sitting location



Source: Candidate registration data for exams held in 2020, 2022 and 2024.

Notes:

1. Remote/Alt. means remote or alternative venue. Remote candidates sit the exam in their own homes and alternative venue candidates sit in another venue such as a library or workplace. These candidates may be located anywhere in Australia or overseas.

This analysis shows that AEs are diverse professionals with a wide range of experience, qualifications, training, employment and location, making them ideally placed to navigate 21st-century challenges and changes in communication and language.

