



ICM

Journalism

Course Handbook



SETTING GLOBAL STANDARDS

For Business & Management Education

March 2016

The Institute of Commercial Management

ICM House, Yeoman Road, Ringwood,
Hampshire, BH24 3FA, England
Tel: +44 (0) 1202 490555

Visit: www.icm.education

Contact: info@icm.education

Contents

1 Introduction	1
2 The Institute of Commercial Management (ICM)	1
3 ICM Articulation Agreements with Universities	1
4 Learning, Teaching and Assessment Strategy	3
4.1 Assessment	3
4.2 Student Workload	3
5 ICM Qualifications and Progression	4
5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)	4
5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)	4
5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)	5
5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)	5
5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)	6
5.6 Relative Positioning of ICM Qualifications	6
6 Student Registration & Course/Level Entry Requirements	8
6.1 Student Registration	8
6.2 Student Registration Fees	8
6.3 Course/Level Entry Requirements	8
7 Examinations and Results	10
7.1 Examinations	10
7.2 Examination Entry Fees and Forms	10
7.3 Examination Timetable	10
7.4 Examination grades and remarking	10
7.5 Examination re-sits	11
7.6 Examination Closing Dates	11
7.7 Examination Results	11
7.8 Examination Grades	11
7.9 Transcript of Academic Results	11
7.10 Replacement Certificates	11
7.11 Deferrals	12
7.12 Subject Exemptions for Professional Programmes	12
7.13 Single Subject Candidates	12
8 Subject advice, educational guidance and student support	12
8.1 Study Methods	12
8.2 Payment Methods	13
8.3 Choosing your course of study	13
8.4 ICM Approved Centres	13
9 Textbooks	13
10 Students with learning difficulties	13
11 Copies of past examination papers and other forms of assessment	14
12. Unit Information	14
12.1 Programme Objectives	14
12.2 Recommended Course Duration	14
12.3 Examination Grades	14
12.4 Continuing Education	15

12.5 Entry Requirements	15
13 Course Structure	16
13.1 Unit Syllabuses	16
13.1.1 English for Journalists & Writers Syllabus	17
13.1.2 Introduction to Journalism Syllabus	21
13.1.3 Media & Society Syllabus	26
13.1.4 Media Ethics & Regulation Syllabus	31
13.1.5 Digital TV & Radio Journalism Syllabus	35
13.1.6 Magazine Journalism Syllabus	41
13.1.7 Sports Journalism Syllabus	45
13.1.8 Sub-editing & Design Syllabus	50

1 Introduction

The purpose of this Course Handbook is to provide you with general information about studying with the Institute of Commercial Management (ICM). This Handbook should be read in conjunction with other Guidelines available on the ICM website. The early pages of this Handbook provide general information about ICM and its programmes. Later sections give details about the equivalency of ICM Certificate (NQF* Level 4 qualifications), Diploma (NQF Level 5 qualifications), Advanced Diploma (NQF Level 6 qualifications), Graduate Diploma (NQF Level 6 qualifications) and Post Graduate Diploma Awards (NQF Level 7 qualifications). Please note that not all Levels are available for all programmes. The material in this Handbook is as accurate as possible at the time of production.

*NQF: the UK National Qualifications Framework

2 The Institute of Commercial Management (ICM)

Established in the early 1970s, the Institute of Commercial Management provides academic and vocational qualifications which are well recognised globally.

In its capacity as a course developer and an examining and certifying Board, the Institute offers a wide range of professional and vocational awards in Business, Management and related vocational areas.

ICM programmes are designed to address the personal development and training needs of those wishing to enter the commercial sector and to support the continued development and workplace flexibility of those already in employment.

ICM's global services include the design, development and certification of business education and training programmes for education providers; the development and certification of tailored education and training programmes for the corporate sector, emerging industries and the global workforce and the examination, assessment and certification of students undertaking business, management and related vocational education programmes.

An acknowledged specialist in the design and development of progressive, practical and multi-functional programmes of study, the Institute works with a range of public and private sector clients including universities, business schools, colleges, training providers, International Development Agencies, government agencies and local authorities.

ICM provides examinations in more than 200 subject areas ranging from accounting and finance to tourism and hospitality and from marketing and advertising to project management and examines and certifies candidates to an internationally consistent standard.

3 ICM Articulation Agreements with Universities

The Institute has formal partnership arrangements with universities in the UK and overseas. A full list of progression routes from ICM qualifications into Undergraduate and Post Graduate courses at UK Universities is available from the ICM website.

Established articulation arrangements provide direct access to the second and final years of a wide range of BA/BSc degrees for ICM Diploma qualifications (Level 5 Diploma) and

Advanced Diploma qualifications (Level 6 Diploma). Access to Masters programmes also exist for those with ICM Graduate Diplomas (Level 6) and ICM Post Graduate Diplomas (Level 7). In addition, ICM Certificate (Level 4 Diploma) holders may be eligible for entry to year 1 of appropriate degrees.

Subject to status and grades obtained, students holding ICM Diploma qualifications at levels 4, 5, 6 and 7 are accepted onto Undergraduate and Post Graduate degree programmes offered by institutions in continents across the globe.

Our strategic partners have agreed that students can enter their degree programmes with Advanced Standing, provided they possess the right Grade profile and are able to meet other admissions criteria, such as language competence. The stated grade and points requirements may be subject to local variations.

Entry to the First Year

Application for entry to the first year of a relevant degree programme will be considered for those students who hold a relevant ICM Certificate Level Award.

Entry to the Second Year

Application for entry to the second year of an Honours degree programme will be considered for students who have passed a relevant ICM Diploma (Level 5) programme and have met the following requirements:

- obtained at least 24 Points from 8 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Diploma

Entry to the Final Year

Students who have passed a relevant ICM Advanced Diploma (Level 6 Diploma) programme will be considered for final year entry if they have achieved the following:

- obtained at least 32 Points from 12 subjects leading to the Advanced Diploma
- obtained at least a Grade C in all subjects in the Advanced Diploma

Entry to the Post Graduate Year

Students who have passed a relevant ICM Graduate Diploma (Level 6 Diploma) programme will be considered for entry to Masters programmes if they have achieved the following:

- obtained at least 12 Points from the final 4 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Graduate Diploma

Converting ICM subject grades into points

The following rules apply in relation to converting ICM subject grades into points:

- an 'A' grade is awarded 6 points
- a 'B' grade is awarded 4 points
- a 'C' grade is awarded 2 points
- a 'D' grade is awarded 0 points

Progression Routes

Students wishing to progress to degree programmes should review the range of courses available at our partner Universities. Information on appropriate university courses can be obtained from our website.

The Institute's qualifications are also recognised by leading professional examining bodies for either subject exemption or registration purposes. Further details can be obtained from the appropriate examination bodies.

4 Learning, Teaching and Assessment Strategy

Tuition in preparation for the Institute's examinations takes place on a number of levels, including lectures, seminars, class discussion and problem review and analysis.

Formal lectures provide a foundation of information, which students build on through directed learning and self-managed study outside the classroom.

Students are actively encouraged to form study groups to discuss course material, fostering a greater depth of learning experience.

4.1 Assessment

Assessment for the majority of programmes is based on final examinations. The Institute has a traditional approach to assessment. Formative assessment is provided by ICM Teaching Centres as and when appropriate and may include; essays, in-class tests, role play exercises, presentations and projects. However, in terms of gaining a professional qualification, and in order to maintain standards, ICM believes that students should be formally assessed on the body of knowledge covered during the course and be examined as individuals on the required learning outcomes.

4.2 Student Workload

In accordance with nationally accepted codes of practice in the UK, each 20 credit unit represents a total of approximately 200 hours of learning. Typically, each ICM award at undergraduate level comprises four units of 20 credits each. Students must complete four units at each level leading to the awards of Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma) and Graduate Diploma (Level 6 Diploma). Thus, for example, in order to gain an ICM Advanced Diploma, a student must have completed the Certificate, Diploma and Advanced Diploma stages. The Post Graduate Diploma (Level 7 Diploma) consists of 120 credits divided into six units.

The learning hours for each unit are subdivided into appropriate categories of learning opportunities, such as lectures, seminars, preparation time, directed study, time spent on assessment items and exam preparation. At least one quarter of this time is usually devoted to formal contact time.

A further one quarter of this time is related to directed learning. The balance of workload is comprised of individual, self-managed student learning and revision.

Note that for a unit delivered in standard mode, the ICM examinations calendar accommodates a teaching year of approximately 2 x 20 teaching weeks, and four weeks of revision/end of year assessment.

Furthermore, each unit is assigned to a particular 'Level', with each Level corresponding to the group of subjects contained within the programmes leading to the award of a Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma), Graduate Diploma (Level 6 Diploma) or Post Graduate Diploma (Level 7 Diploma).

5 ICM Qualifications and Progression

Understanding your qualification is important and the following guidelines outline how ICM qualifications fit within the UK National Qualifications Framework and support vocational learning.

ICM has benchmarked its qualifications against the UK National Qualifications Framework (NQF). In recognition of the NQF levels and with reference to appropriate National Occupational Standards, the Institute has produced the following level descriptors which should be read in conjunction with the table provided in section 5.6.

5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)

ICM Certificates are awarded to those who have passed Part 1 (the first four or five subjects, depending on the course) of an ICM Diploma programme. See below for ICM Diploma Entry Requirements. ICM Certificates represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Certificate holders should be able to display competence in the application of knowledge in the performance of a range of work activities, some of which may be routine and predictable with some being complex or non-routine.

Learning at this level involves gaining knowledge and skills appropriate for individuals working semi-independently, or receiving basic supervision and training from others in their field of work.

Students should begin to develop a degree of individual responsibility or autonomy in their study as well as the ability to collaborate with others, for example through participation in work groups or teams.

Successful completion of the ICM Certificate enables entry to the first year of appropriate degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)

Entry to an ICM Diploma programme requires completion of secondary education or an equivalent and recognised programme of study.

ICM Diplomas represent a level of qualification which recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Diploma holders should be able to display competence in the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine.

Learning at this level involves obtaining detailed knowledge and skills appropriate for people working independently, or providing basic supervision and training of others in their field of work and people wishing to go to University.

Progression is available from the ICM Diploma to the second year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Certificate and Diploma in the selected programme. Students holding other relevant and equivalent qualifications which contain ICM Diploma subjects could qualify for entry as well as subject and Level exemptions.

ICM Advanced Diplomas represent a level of qualification which involves specialist learning and detailed analysis of a high level of information, knowledge and skills in a specified area of work or study.

Students undertaking an ICM Advanced Diploma should demonstrate the depth of knowledge and understanding of an area of work or study to enable them to formulate solutions and responses to complex problems and situations.

ICM Advanced Diplomas are appropriate for people working in positions such as Senior Supervisors, Professionals or Managers. These individuals need to demonstrate significant levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.

The ICM Advanced Diploma is equivalent to NQF Level 6 and in terms of level and credit value these qualifications are comparable to UK Intermediate Higher Education qualifications such as HNDs, Diplomas of Higher Education and Foundation Degrees.

Progression is available from ICM Advanced Diplomas to the final year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Graduate Diploma programme requires prior completion of the ICM Diploma and Advanced Diploma in the selected programme.

Advanced Standing and Exemptions: Students holding relevant degrees and equivalent qualifications which contain ICM Certificate, Diploma and Advanced Diploma subjects could qualify for entry as well as subject and Level exemptions.

Students at this level study highly developed and complex levels of knowledge enabling the development of in-depth and original responses to complicated and unpredictable problems and situations.

Learning at the Graduate Diploma level involves the demonstration of high level specialist professional knowledge appropriate for senior professionals and managers. Indicative competencies involve the application of a range of fundamental principles across a wide and often unpredictable variety of contexts as well as the ability to perform technical or professional work activities in a variety of contexts with a substantial degree of personal responsibility and autonomy.

A qualification at this level is appropriate for people working as knowledge-based professionals or in professional management positions. This qualification is equivalent to a Bachelors degree, and progression is available from the ICM Graduate Diploma to Post Graduate programmes such as Masters degrees.

5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)

Entry to an ICM Post Graduate Diploma programme requires completion of an ICM Graduate Diploma, another Level 6 award, or a degree level qualification in an appropriate discipline.

Refer to Section 6 for Advanced Standing arrangements for mature candidates.

Students at this level of study should display a mastery of high level knowledge and skills and have professional and research-based skills.

This qualification is equivalent to two thirds of a Masters degree (MBA or MA) and advanced standing can be given onto a range of Masters degrees. For a complete list of progression routes please refer to the website.

5.6 Relative Positioning of ICM Qualifications

The following table gives an indication of the relative positioning of ICM awards, compared with other types of qualifications and levels. Reference is made to levels in the UK National Qualifications Framework and example qualifications at each level. In addition, the final column in the table (FHEQ) shows the 'equivalent' qualifications commonly being developed and delivered in the University sector. For example, these indicate that the ICM Advanced Diploma equates to an intermediate level award (in terms of credit accumulation this ICM qualification equates to a Higher National Diploma). Furthermore, the ICM Graduate Diploma equates to a Bachelors degree level qualification and the ICM Post Graduate Diploma equates to a Masters degree level qualification.

Relative Positioning of ICM Qualifications

National Qualifications Framework (Levels and example vocational qualifications)	Framework for ICM Levels	Framework for Higher Education Qualification Levels (FHEQ)
Level 7 Professional Diploma in Translation	ICM Post Graduate Diploma (Level 7 Diploma)	M (masters) , Masters degrees, Post Graduate certificates and diplomas
Level 6 Diploma in Management	ICM Graduate Diploma (Level 6 Diploma)	H (honours) Bachelors degrees (BSc/BA)
	ICM Advanced Diploma (Level 6 Diploma)	I (intermediate) Diplomas of higher education, foundation degrees, Higher National Diplomas
Level 5 BTEC Higher National Diploma in 3D Design	ICM Diploma (Level 5 Diploma)	C (certificate) Certificates of higher education
Level 4 Certificate in Early Years Practice	ICM Diploma (Level 5 Diploma)	
Level 3 Certificate in Small Animal Care NVQ in Aeronautical Engineering A levels		
Level 2 Diploma for Beauty Specialists NVQ in Agricultural Crop Production GCSEs Grades A*-C		
Level 1 Certificate in Motor Vehicle Studies NVQ in Bakery GCSEs Grades D-G		
Entry – e.g. Entry Level Certificate in Adult Literacy		

6 Student Registration & Course/Level Entry Requirements

6.1 Student Registration

In order to undertake any ICM examination candidates must be Registered ICM Student Members.

Student Membership can be obtained by completing the appropriate Student Registration Application form and returning the form and the Student Registration Fee to the Institute. Details of Student Registration Fees can be found on the ICM website.

The Student Registration fee is valid for one year and can be renewed annually.

Important Note: All students wishing to register for any ICM Advanced Diploma programme or above, MUST complete and attach an Academic History form to their Student Registration form. Copies of all qualifications and Awards obtained by the student must also accompany the Academic History form.

The Academic History form is used to ensure that students are qualified to commence their studies at the Level they have selected.

6.2 Student Registration Fees

Student Registration fees for standard ICM Awards and programmes are based on the country in which you will undertake your examinations. The current fees levels are as follows:

Group 1: If you are based in Europe, and EU Member State, North America, a Gulf State, India, the Middle East, Australasia, Singapore, South Africa, China, Hong Kong or Malaysia your Registration Fee will be £50.00 Pounds Sterling.

Group 2: If you are based in sub-Saharan Africa, Central or South America, Pakistan, Bangladesh, the Caribbean or North Africa your Registration Fee will be £25.00 Pounds Sterling.

Group 3: A special rate exists for students in countries which have (a) emerged from conflict (b) countries in which the general population is subject to great poverty and (c) countries in which the UN acknowledge that the level of economic activity and national per capita income is unacceptably low.

6.3 Course/Level Entry Requirements

ICM professional programmes are structured in 'Levels'. These Levels are designed to provide a structured and progressive level of knowledge.

All students are required to commence their studies at the Diploma Level of all programmes unless they are able to claim subject-for-subject or Level exemptions.

Subject-for-subject exemptions can be applied for if the student has (a) been examined, in the subject, by another recognised Awarding body and (b) has passed the examination/s set by the alternate body.

The Institute operates an 'Open Entry' policy in respect of most of its Diploma Level vocational programmes, subject to appropriate work experience, but prospective students should note that the following qualifications are recommended for those wishing to undertake ICM Diploma Level programmes:

Entry to an ICM Diploma Level Programme (NQF Level 5)

Entry to an ICM Diploma programme requires completion of secondary education or equivalent. For example:

- One GCE A-level plus three GCSEs (or equivalents) or 5 GCSEs
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for the majority of programmes is 18. Applicants over the age of 20 who do not hold one of the recommended entry qualifications may also register for some Diploma Level programmes providing they have been in full-time employment for a minimum of two years and can produce a letter from their employer to confirm this.

Entry to an ICM Advanced Diploma Programme (NQF Level 6)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Diploma Level of the selected programme.

Entry to an ICM Graduate Diploma Programme (NQF Level 6)

Entry to an ICM Graduate Diploma requires completion of the ICM Diploma and Advanced Diploma in the selected programme.

Entry to an ICM Post Graduate Diploma Programme (NQF Level 7)

Registration for an ICM Post Graduate Diploma is accepted from those:

- who have completed an ICM Graduate Diploma
- who hold any Level 6 business or management Award
- holders of business and management degree level qualifications

Mature Candidates. Applications from those over the age of 25 who do not meet the standard Entry Requirements will also be considered providing they:

- Are over the age of 25
- Have been in employment for 5 years – a letter of support is required from the applicant's employer; and
- Hold a management or senior supervisory position

7 Examinations and Results

7.1 Examinations

In order to achieve a consistent global standard the Institute sets all examination papers and all candidate scripts are returned to the Institute for marking.

Invigilation of examinations is undertaken either by external Invigilators who are appointed by the Institute or by the British Council. Examinations are held in March, June, September and December and the Examination Timetable can be found on the ICM website.

Candidates must be registered and paid-up Student Members of the Institute at the time they undertake their examinations. Examination papers are securely distributed to ICM Approved Centres and scripts are assessed and moderated in the UK by ICM Appointed Examiners.

Full details of Examination dates can be found on the ICM website.

7.2 Examination Entry Fees and Forms

Examination Entry fees are shown on the appropriate Examination Entry form for the subject/programme you are undertaking. In general, the standard Examination fee is £26.00 Pounds Sterling per subject. There are however some specialist programmes where a higher subject fee may be payable. If you have any queries relating to fees please contact your Teaching Centre.

In order to undertake any ICM Professional or Single Subject examination you must be a Registered and paid-up ICM Student Member.

To enter for an examination you need to complete the relevant Examination Entry form and submit it to the Institute.

7.3 Examination Timetable

ICM examinations take place four times each year, in March, June, September and December. The Timetable for each year states the Closing Date for receipt of entries for each examination Series. Please visit the website to view the ICM examination timetable.

7.4 Examination grades and re-marking

You can request that your examination script is re-marked if you are unhappy with your result.

The fee for this is £35.00 Pounds Sterling per script. The Institute operates a triple marking and moderation system. In the event that the moderator increases the original marks awarded, the fee for re-marking your script will be refunded to you. Should the Grade awarded remain the same, you will be issued with a full Examiner's Report detailing your examination performance. The Institute retains answer scripts for a maximum period of six months. Examination scripts/answer books are not returned to candidates under any circumstances.

7.5 Examination re-sits

Although ICM Examinations are held every twelve weeks it should be noted that it takes an average of twelve weeks to mark the scripts after each Examination Series.

If you sit, for example, for one or more subjects in March you will not receive your results until June. This means that if you were to fail a subject in March, you would not be able to re-sit the subject in June, as you will have missed the Closing Date for the June Series.

Our advice is that you try to split your subject examinations between two consecutive Examination Series e.g. If your programme has four subjects you could take two subjects in one series and two in another series.

On this basis, were you to fail one subject in March you would be able to re-sit it in September, giving you plenty of time for revision.

7.6 Examination Closing Dates

There is a Closing Date for receipt of Examination Entries and candidates entering for examinations must ensure that their completed Examination Entry forms and fees reach the Institute before the Closing Date for each Examination Series. Examination Timetables indicate the closing date for receipt of entries for each sitting and this information also appears on the ICM website. Entries received after the Closing Date are automatically carried forward to the next Examination Series.

7.7 Examination Results

Results are distributed within twelve weeks from receipt of scripts. Candidates are advised not to telephone the Institute for results as this information is confidential and cannot be disclosed over the telephone.

7.8 Examination Grades

Should you wish to re-sit any examination to improve your previous Grade, please note that the latest Grade you obtain will stand.

7.9 Transcript of Academic Results

You may request a transcript of your Academic Results, however please note there is a charge of £15.00 Pounds Sterling for each Award transcript requested.

7.10 Replacement Certificates

Replacement certificates are available on payment of a fee of £20.00 Pounds Sterling per certificate. Please include your Student Registration Number together with your current postal address and indicate which certificate is required.

7.11 Deferrals

There is a fee of £15.00 Pounds Sterling per subject should you wish to defer your examinations to another Series for health or for any other reason. If you are unable to undertake your examinations, it is essential you advise ICM before the appropriate examination date, otherwise the full entry fee of £26.00 Pounds Sterling will be applicable. Please note that you may only defer examinations on one occasion. The full entry fee of £26.00 Pounds Sterling per subject will become due if you defer on more than one occasion.

7.12 Subject Exemptions for Professional Programmes

Students holding relevant recognised qualifications from other professional bodies or recognised Higher Education institutions may apply for Subject Exemptions, on a subject-for-subject basis. It may also be possible, subject to qualifications held, to obtain exemption from a Level within a programme. Documentary evidence is required before any decision can be made in connection with the granting of Subject/Level Exemptions. No exemptions are given for case studies or assignments. Internally awarded school certificates and diplomas **are not accepted for exemption purposes.**

7.13 Single Subject Candidates

Registered ICM students who do not want to complete a full ICM programme may study individual subjects. Single Subject candidates receive a Single Subject Diploma on successful completion of the relevant subject examination. Single Subjects qualify, on a subject-for-subject basis, for subject exemptions from ICM professional programmes.

- Note:**
1. Case Studies, Assignments and Projects, including ALL subjects in any Post Graduate programme, do not qualify for Single Subject Awards.
 2. A student who undertakes, on a Single Subject basis, subjects within a Diploma, Advanced Diploma, Graduate Diploma or Post Graduate ICM programme will not be entitled to a professional Award unless they are exempted from or have completed all lower Levels of that Award.
 3. In order to comply with UKBA requirements, overseas students studying in the UK (excluding those from EU countries) are not permitted to undertake Single Subjects and must undertake a professional programme.

8 Subject advice, educational guidance and student support

You are expected to be independent and to take responsibility for your own academic and personal life. However, your study centre should also provide appropriate help and assistance. Your tutors will direct your studies and ensure that you know what work you need to cover in any given unit. Seek advice from academic staff either during or after class or try to see them during their office hours.

8.1 Study Methods

Teaching Centres are provided with a detailed syllabus and reading list for each subject area. Each Unit Syllabus clearly defines the areas that you will be required to cover for each subject and your examination questions will be based on the areas and topics detailed for

each unit. It is important to ensure that you obtain a copy of each unit syllabus from your Teaching Centre. Alternatively, this information can be obtained online at www.icm.education, in the 'Single Subject' section.

Each Unit Syllabus is normally linked to one main textbook and the examiners base their questions on the contents of the nominated core text.

The Unit Syllabuses also give details of 'Alternative Texts' and texts recommended for further reading. It is advised that you should refer to the 'Alternative Texts' in order to develop your skills and broaden your knowledge of the subject area.

8.2 Payment Methods

For our accepted methods of payment, please refer to the ICM website: www.icm.education

8.3 Choosing your course of study

As an ICM Student Member you can work towards obtaining either a recognised Professional qualification or study for one or more of the 200 Single Subject Awards from the list of subjects offered by the Institute. The choice is yours.

8.4 ICM Approved Centres

Tuition leading to the Institute's examinations can only be provided by Institutions which have been granted ICM 'Approved Centre' status. Please note that some ICM Teaching Centres specialise in particular subject areas and not all ICM Centres will necessarily offer tuition for every ICM course programme. Visit the website to find an ICM Approved Centre near you.

9 Textbooks

The recommended textbooks for each subject are shown on each subject syllabus. Examiners base their questions on the contents of the recommended texts and it is therefore important for you to ensure that you have access to the appropriate texts. You can obtain the full list of books available to purchase from ICM and/or place orders by either contacting your Centre or complete the Book Order Form and send it to ICM's Book Sales Manager at: info@icm.education .

10 Students with specific learning difficulties

If you are diagnosed with a specific learning difficulty you may be granted special arrangements for your examination/s. We will require a copy of an Assessment Report issued within the last three years. The amount of additional time and any other arrangements will be determined on the basis of the Report relating to your circumstances. It is possible that you may be granted permission to use a computer or laptop without internet connection in your examinations.

11 Copies of past examination papers and other forms of assessment

The ICM website, www.icm.education, provides a database of recent examination papers, assignments and Case Studies. These can be found in the Student Resources section of the website.

12 Unit Information

Covering all the major business and management areas and topics, the ICM Diploma and Advanced Diploma programmes have, over a fifteen year period, achieved international recognition and are currently undertaken by students in over 40 countries.

12.1 Programme Objectives

To provide prospective students of the Journalism and Media Industries with a body of relevant and current knowledge which will:

- increase and broaden their employment opportunities within the industries
- provide them with an extensive theoretical and practical knowledge base on which to build their careers and enable them to progress to higher levels of the media and journalism industries
- increase and broaden their understanding of contemporary multi platform journalism skills, and their awareness of the emerging digital media landscape and the new opportunities which are becoming available

The ICM Diploma in Journalism is also suitable to working journalists, who wish to broaden their skills and knowledge base, and who require appropriate qualifications for career advancement or promotion purposes.

12.2 Recommended Course Duration

To help calculate the duration of the programme, please refer to the section entitled 'Student Work Load' in section 4.2 of this handbook.

It is expected that a student will need at least 18 months to 2 years of full-time study at an ICM Approved Centre to complete the full Advanced Diploma programme.

12.3 Examination Grades

Grade A – Distinction	70% and above
Grade B – Credit	60% to 69%
Grade C – Pass	50% to 59%
Grade D – Marginal Pass	40% to 49%
Grade F – Fail	39% and under

Certification

On successful completion of all four units, students are awarded the ICM Certificate in Journalism. Similarly, on successful completion of the additional four units at the Diploma stage students are awarded the ICM Diploma in Journalism. Similarly, on successful completion of all twelve subjects, students are awarded the ICM Advanced Diploma in Journalism.

12.4 Continuing Education

The Journalism programme will serve as an excellent route for students who ultimately seek full professional status and will provide first class underpinning knowledge for the UK degrees in Journalism and Media Studies. Holders of an ICM Diploma in Journalism may enter the ICM Advanced Diploma programme and completion of this may enable entry to the final year of appropriate Honours degree programmes.

12.5 Entry Requirements

Students holding relevant recognised qualifications from other institutions or professional examining bodies may apply for exemptions on a subject-for-subject basis.

The Institute operates an 'Open Access' policy in respect of many of its vocational programmes but prospective students should note that the following entrance qualifications are recommended for those wishing to undertake the ICM Diploma programme:

- One GCE A-level plus Three GCSEs (or equivalents)
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for this programme is 18.

Applicants over the age of 20 who do not hold one of the recommended entrance qualifications may also register for the programme providing they have been in full-time employment for a minimum of two years.

Advanced Diploma in Journalism

The minimum age for registration for this programme is 18.

- The ICM Diploma in Journalism (or an equivalent level qualification)
- A suitable BTEC National Award
- Any Journalism/media qualification equivalent to one of the above

13 Course Structure

The Diploma in Journalism – Part 1

1. English for Journalists & Writers
2. Introduction to Journalism
3. Media & Society
4. Media Ethics & Regulation

The ICM Certificate in Journalism is awarded on completion of all Part 1 subjects

The Diploma in Journalism – Part 2

5. Digital TV & Radio Journalism
6. Magazine Journalism
7. Sports Journalism
8. Sub-editing & Design

The ICM Diploma in Journalism is awarded on completion of all Part 1 & Part 2 subjects

13.1 Unit Syllabuses

Syllabuses for this programme are contained in the following sections.

13.1.1 English for Journalist & Writers Syllabus

Unit Title	English for Journalists & Writers
Unit Code	EJL 09-01
Level	4 Diploma
Credits	20
Unit Leader	JJ
Pre-requisites	
Main Aim(s) of the Unit:	
<p>Students will acquire the fundamental journalistic skill of telling a story clearly and concisely using correct English, appropriate for the platform and the context.</p> <p>While this unit is primarily targeted at journalists and those who aspire to write professionally, it will also have a relevance to many other disciplines and study programmes where effective use of English is an important component part.</p> <p>It is a core unit and those wishing to pursue any of the journalism and media programmes offered by ICM to higher academic levels will be required to achieve an acceptable pass mark in this unit.</p>	
Main Topics of Study:	
<p>English Grammar – The Basic Rules</p> <ul style="list-style-type: none">▶ Nouns and pronouns (WH–p3)▶ Verbs, adverbs▶ Adjectives▶ Prepositions▶ Conjunctions and interjections <p>Spelling, Selecting the Right Word</p> <ul style="list-style-type: none">▶ Making the right choice▶ Words and their meanings▶ Keep it simple – fudge factor▶ Words with double meanings▶ Anonyms and synonyms <p>Punctuation and Beyond</p> <ul style="list-style-type: none">▶ Four main stops▶ Dot, comma, colon and semi colon▶ Other marks – the dash, the slash and hyphen▶ Apostrophes <p>Written English</p> <ul style="list-style-type: none">▶ Sentence construction (HE–p17)▶ Active and positive (HE–p22)▶ Writing with nouns and verbs (HE–p44)▶ Paragraphs	

- ▶ Writing styles
- ▶ Choosing the right style for the right platform

English in the Newsroom

- ▶ The structure of the newsroom
- ▶ The copydesk
- ▶ News desk
- ▶ Text editor
- ▶ Copy taster
- ▶ News editor

Practical Application of English to a News Story

- ▶ Context – making a newspaper, radio bulletin, television programme or web-based artifact (HE–p2)
- ▶ News values, judgement and the writing process
- ▶ The news lead
- ▶ Reported speech
- ▶ Direct quotes
- ▶ The art of the précis
- ▶ Bringing dead prose to life

Clichés, Jargon, Mixed Metaphors and Worse

- ▶ Clichés
- ▶ Metaphors
- ▶ Similes
- ▶ Redundancies (HE–p83)
- ▶ Slang (WH–p36 and p66 and HE–p57 and p246)
- ▶ Wasteful words
- ▶ Stale expressions (HE–p87)

English in the Editing and Production Process

- ▶ The news process and editing structure
- ▶ The intro in print and text
- ▶ The intro/link – audio and video
- ▶ The intro online
- ▶ The home page – internet and online
- ▶ The headline – text, audio and online (HE–p204)

Spoken English for the Media

- ▶ English for audio and video
- ▶ Approaches to conversational English
- ▶ Approaches to telling, not writing a story
- ▶ Adapting written English for spoken presentation

English for Text, Online and Small Screen Devices

- ▶ The home page

- ▶ Deconstructing text and other content
- ▶ Headlines, captions and textboxes
- ▶ Key words and their importance
- ▶ Text for mobiles
- ▶ Metadata, text and web optimization

Specialist Writing Skills

- ▶ Sports writing
- ▶ Business news
- ▶ Politics
- ▶ Arts, music and entertainment
- ▶ Critical writing

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

- | | |
|----|---|
| 1. | Demonstrate a full understanding of English grammar, and its key structural components. |
| 2. | Demonstrate knowledge of the vital importance of using the right word and spelling it correctly. |
| 3. | Show an understanding of the need to avoid clichés and stale expressions. |
| 4. | Show an understanding of the practical application of English in a journalistic context. |
| 5. | Demonstrate an understanding of the importance of clarity and concise expression. |
| 6. | Show an understanding of the different styles of written and spoken English required for different delivery platforms. |
| 7. | Show an ability to apply the principles of good English to written and spoken communication, storytelling and news writing. |
| 8. | Critically and reflectively apply knowledge to own work and that of colleagues. |

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning should take place on a number of levels, principally through lectures, but centres should also encourage seminars, presentation and class discussion, including review and analysis of current media issues. Formal lectures should provide a foundation of information on which the student builds through directed learning and self managed learning outside the class.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
---	-------------------

Examination: 3 hours duration	100%
-------------------------------	------

Indicative Reading for this Unit:**Main Text**

Essential English for Journalists, Editors and Writers, Harold Evans, 2000, Pimlico

English for Journalists – revised edition, Wynford Hicks, 2007, Routledge

Alternative Texts

Roget's Thesaurus of English Words and Phrases: 150th Anniversary edition, Peter Roget & George W. Davidson, 2006, Penguin

Roget's 21st Century Thesaurus, Barbara Ann Kipfer, editor, 3rd edition, 2005, Dell

Eats Shoots and Leaves, Lynn Truss, 2003, Profile Books

The Broadcast Journalism Workbook, Sarah Rowlands & Gary Hudson, 2006, Longman

She Literally Exploded – An Infuriating Phrasebook, C. Howse & R. Preston, 2007, Telegraph Books

The Oxford Guide to the English Language, OUP, 1984, Oxford University Press

Fowler's Modern English Usage, revised 3rd edition, R.W. Burchfield, 2004

Quite Literally, Wynford Hicks, 2004, Routledge

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary from college to college according to local needs and wishes.
50 hours	Directed learning Advanced reading, research and preparation, background reading, Group study and portfolio.
50 hours	Self managed learning Working through the course text and other recommended reading material, use of the web, interaction with other students and in the field research at relevant sporting events.

13.1.2 Introduction to Journalism Syllabus

Unit Title	Introduction to Journalism
Unit Code	IJ 09-01
Level	4 Diploma
Credits	20
Unit Leader	JJ
Pre-requisites	
Main Aim(s) of the Unit:	
<p>This unit is at an introductory level which provides basic foundation information about journalism and reporting skills, and the underpinning knowledge that informs journalism practice in the digital age.</p> <p>The unit will consider core skills such as news values, news sources, interviewing, writing for a range of platforms and different approaches to production and output.</p> <p>The unit will deal with the development of journalism as a profession and the ways in which digital convergence has changed the nature of that profession and has reduced divisions between specific media and journalism skills. It will introduce students to the new multimedia cross platform approaches now required and some of the new technologies. The unit will also consider the wide range of specialist journalism, reporting, and production options which are opening up for the successful journalist.</p>	
Main Topics of Study:	
<p>Journalism as a Profession</p> <ul style="list-style-type: none"> ▶ Practical theory of journalism ▶ History of print from Guttenberg to the computer ▶ The rise of broadcast journalism ▶ New online journalism ▶ Ethics, regulations and guidelines <p>Ethics, Law and Free Speech</p> <ul style="list-style-type: none"> ▶ Journalism ethics ▶ Codes of conduct – NUJ etc ▶ Freedom of information ▶ European convention on human rights ▶ Defamation and libel ▶ Copyright ▶ Court reporting ▶ Reporting restrictions ▶ Contempt of court <p>Constraints and Influences on Journalists</p> <ul style="list-style-type: none"> ▶ Ownership and control ▶ Audience ▶ Advertising and advertisers 	

- ▶ Regulation and self regulation
- ▶ Codes of conduct
- ▶ Monetising the web

What Is News?

- ▶ Definitions of news
- ▶ News values
- ▶ Objectivity and impartiality
- ▶ Types of news
- ▶ News agendas
- ▶ Agenda setting

News Sources

- ▶ Contacts
- ▶ Calls
- ▶ Primary definers
- ▶ Government
- ▶ Courts
- ▶ PR and spin
- ▶ News access
- ▶ Note taking and record keeping
- ▶ Newsgroups and the web

The Language of News

- ▶ Language in print
- ▶ Language and broadcasting
- ▶ International comparisons – inc. US broadcast language and style
- ▶ The sound bite

Comment, Opinion and Conjecture

- ▶ Objectivity and subjectivity
- ▶ Bias
- ▶ Agenda setting
- ▶ Gatekeeping

The Digital Newsroom

- ▶ The modern newspaper newsroom
- ▶ The radio newsroom
- ▶ The television newsroom
- ▶ The digital multi-platform newsroom (Guardian and ITN-on models)
- ▶ Newsroom management
- ▶ Newsroom hierarchies
- ▶ Newsroom negatives

The Digital Reporter

- ▶ Roles and responsibilities
- ▶ Types of reporter
- ▶ Research
- ▶ Note taking and record keeping
- ▶ Necessary skills – traditional
- ▶ Necessary skills – digital and multi platform
- ▶ Recording equipment

The Interview – Print

- ▶ Why do you need interviews
- ▶ Choosing interviewees
- ▶ Interview techniques

The Interview – Radio

- ▶ The role of the interview
- ▶ Types of interview
- ▶ Preparing for the interview – editorial
- ▶ Preparing for an interview – technical
- ▶ Dealing with the interviewee – putting them at their ease
- ▶ Framing the questions
- ▶ Structuring an interview
- ▶ Vox pops
- ▶ Live interviews
- ▶ Telephone interviews
- ▶ Two ways
- ▶ The sound bite
- ▶ Interviewing for editing and post production

News Writing for Radio and Television

- ▶ Approaches to news writing – conversational style
- ▶ Sentence construction
- ▶ Word choice
- ▶ Elision
- ▶ Punctuation
- ▶ Presentation and layout
- ▶ Clichés and jargon
- ▶ Numeracy and numbers
- ▶ Headlines and links
- ▶ Voice pieces

Presenting News for Radio and Television

- ▶ The television studio

- ▶ The radio studio
- ▶ Location recording equipment – radio and television

Production and Post Production

- ▶ Software editing packages – an introduction
- ▶ Sound and soundscapes
- ▶ Graphics and other visual support material

Film, Video, Still and other Visual Elements

- ▶ An introduction to video and still photography
- ▶ Matching words and pictures
- ▶ Graphics

Online and Text Journalism

- ▶ Adapting scripts for online
- ▶ Headlines
- ▶ Navigation
- ▶ Adding editorial value
- ▶ Writing for teletext
- ▶ Writing for cell phones and other small mobile devices

Specialist Journalism

- ▶ Public affairs
- ▶ Comment and opinion
- ▶ Profiles
- ▶ Sports reporting
- ▶ Lifestyle
- ▶ Business
- ▶ Environment
- ▶ Music and entertainment
- ▶ Children's

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Show general comprehension of the key issues of contemporary journalism.
2.	Show an awareness of the restraints – legal, regulatory, technological and logistical – on a contemporary journalist.
3.	Show a perception of the importance of media ownership structures.
4.	Demonstrate an understanding about how to use spoken and written language effectively across all digital platforms.
5.	Demonstrate an understanding of the technical equipment and professional skills required to operate as a journalist in a digital environment.
6.	Show an understanding of the professional and other specialist skills the journalist will need to develop in the future.

7.	Show knowledge of the wide range of available specialist career opportunities.	
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:		
Learning should take place on a number of levels, principally through lectures, but centres should also encourage seminars, presentation and class discussion, including review and analysis of current media issues. Formal lectures should provide a foundation of information on which the student builds through directed learning and self managed learning outside the class.		
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:		Weighting:
Examination: 3 hours duration		100%
Indicative Reading for this Unit:		
Main Text		
Journalism In The Digital Age, John Herbert, 2000, Focal Press		
Journalism – Principles and Practices, Tony Harcup, 2004, Sage		
Alternative Texts		
The Broadcast Journalism Handbook, Gary Hudson & Sarah Rowlands, 2007, Pearson Longman		
Interviewing for Radio, Jim Beaman, 2000, Routledge		
Flat Earth News, Nick Davies, 2008, Chatto and Windus		
Presenting on TV and Radio, Janet Trewin, 2003, Focal Press		
Guideline for Teaching and Learning Time (10 hrs per credit):		
50 hours	Lectures / Seminars / Tutorials / Workshops	
	Tutorial support includes feedback on assignments and may vary from college to college according to local needs and wishes.	
50 hours	Directed learning	
	Advanced reading, research and preparation, background reading, Group study and portfolio.	
50 hours	Self managed learning	
	Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.	

13.1.3 Media & Society Syllabus

Unit Title	Media & Society
Unit Code	MS 09-01
Level	4 Diploma
Credits	20
Unit Leader	JJ
Pre-requisites	

Main Aim(s) of the Unit:

This unit seeks to introduce some of the key debates about the changing nature of the social, economic and political relationships between media and society. It will deal with the traditional relationships between media and society, and then encourage students to consider the ways in which the digital revolution and convergence are impacting and are likely to do so in the future.

Main Topics of Study:

Media Institutions and their Role in Society

- ▶ Defining a media institution
- ▶ Cinema – mainstream and art house
- ▶ Regulatory bodies
- ▶ The press and journalism
- ▶ Television
- ▶ Case study – photography
- ▶ History and development

Defining Media Genre

- ▶ Print
- ▶ Photography
- ▶ Film
- ▶ Radio
- ▶ Music and phonography
- ▶ Television
- ▶ Mobile
- ▶ Internet
- ▶ Video games

Media Genre

- ▶ Newspapers
- ▶ Magazines
- ▶ Photography
- ▶ Film
- ▶ Radio
- ▶ Television

- ▶ Telecommunications
- ▶ The internet and the web
- ▶ Music recording
- ▶ Video games

Media Industries

- ▶ Media – goods or service?
- ▶ Types of activities
- ▶ Comparative business models – live radio v. recorded music and film
- ▶ Stages of media production
- ▶ The film industry

The Television Industry

- ▶ History of television
- ▶ From monolith to pluralism
- ▶ Financing television
- ▶ Public service broadcasting

Media Production

- ▶ Magazine production process
- ▶ Target audiences
- ▶ Budget and funding
- ▶ Negotiating a brief
- ▶ Preparing a treatment
- ▶ TV production process
- ▶ Creative personnel
- ▶ Technical personnel
- ▶ Copyright and permissions
- ▶ Post production

Production Techniques

- ▶ Technical codes
- ▶ Narrative codes
- ▶ Electronic publishing
- ▶ Special effects
- ▶ Digital effects

Media Distribution

- ▶ Newspapers and magazine distribution
- ▶ Radio and television
- ▶ Analogue v. digital
- ▶ Recorded music
- ▶ Games
- ▶ Film distribution

- ▶ Advertising led products

Media Representation and Misrepresentation

- ▶ Racism in the media
- ▶ Historical context Stepin Fetchit
- ▶ Representation and gender
- ▶ Positive and negative images
- ▶ Stereotypes
- ▶ Migration and representation of migrants and asylum seekers

Ideologies and the Media

- ▶ Classification, propaganda and censorship
- ▶ The global village
- ▶ Growth and development
- ▶ Cultural imperialism v. local cultures

News values/media values

- ▶ Galtung and Ruge
- ▶ Content research

Research

- ▶ Primary and secondary
- ▶ Background research
- ▶ Content research
- ▶ Internet research
- ▶ Production research
- ▶ Audience research

Celebrity Culture

- ▶ What is celebrity?
- ▶ Types of celebrity
- ▶ Celebrity and advertising
- ▶ Celebrity and broadcast
- ▶ Online programming

Documentary and Reality TV

- ▶ Realism and truth?
- ▶ Documentary
- ▶ Ethics and documentary
- ▶ Reality TV

Globalisation

- ▶ The global village concept
- ▶ Global brands and local brands
- ▶ Technology and globalisation
- ▶ Cultural imperialism

- ▶ Global cinema

The Media and the Market

- ▶ Historical background
- ▶ Regulation versus freedom of expression
- ▶ Deregulation and liberalisation of media institutions
- ▶ What is a 'free market'
- ▶ Impact of the world wide web in breaking down boundaries and barriers

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Demonstrate a general understanding of the key issues of the media and its social, economic and political significance.
2.	Demonstrate a general understanding of the relationship between media and society and some knowledge of international differences.
3.	Show an understanding of the wide range of media technologies.
4.	Show a general understanding of media production processes.
5.	Demonstrate a general understanding of online distribution and social networking.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning should take place on a number of levels, principally through lectures, but centres should also encourage seminars, presentation and class discussion, including review and analysis of current media issues. Formal lectures should provide a foundation of information on which the student builds through directed learning and self managed learning outside the class.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
---	-------------------

Examination: 3 hours duration	100%
-------------------------------	------

Indicative Reading for this Unit:

Main Text

The Media Student's Book, 5th edition, G. Branston & R. Stafford, 2010, Routledge

Alternative Texts

Media Studies Reader, Tim O'Sullivan & Yvonne Jewkes, editors, 2003, Arnold

The Media in Britain, Jane Stokes & Anna Reading, editors, 1999, Palgrave

Recommended Websites

UK Film Council www.ukfilmcouncil.org.uk

British Phonographic Society www.bpi.co.uk

OfCom www.ofcom.org.uk

BBC www.bbc.co.uk

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	Lectures / Seminars / Tutorials / Workshops These interactive sessions will be used to discuss concepts and allow students to present findings.
50 hours	Directed learning Advance reading and preparation / Background research / individual and group preparation for seminars.
50 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.4 Media Ethics & Regulation Syllabus

Unit Title	Media Ethics & Regulation
Unit Code	MER 09-01
Level	4 Diploma
Credits	20
Unit Leader	JJ
Pre-requisites	

Main Aim(s) of the Unit:

In undertaking this unit students will learn the philosophical and ethical assumptions which underpin much of today's and tomorrow's journalistic endeavours. They will also understand how ethics inform much of the media law and regulation that is derived from it, and how that applies both nationally and internationally.

They will then look at voluntary regulation as it mainly applies in the press and the more closely regulated broadcast media, and how the development of web will impact these various codes and strategies, where a surprising amount of existing and established law already applies and where case law and new legislation is bringing new restrictions on what was originally seen as something of a wild frontier.

Main Topics of Study:

What Are Ethics?

- ▶ Why do journalists need ethics and morals
- ▶ Classical theories
- ▶ Language of morals
- ▶ Press freedom and democracy

Professional Morality and the Public Interest

- ▶ Limits on journalists
- ▶ Truth and accuracy
- ▶ Privacy and media freedom
- ▶ The good journalist
- ▶ Impartiality and objectivity

Vulnerable Groups

- ▶ The mentally ill
- ▶ Elderly
- ▶ Disabled
- ▶ Victims of crimes, disasters etc.
- ▶ Discrimination

Other Vulnerable and Special Groups – and Privacy

- ▶ Celebrities
- ▶ Politicians and public figures
- ▶ Witnesses

- ▶ Criminals and offenders

Children

- ▶ The Children Act
- ▶ Interviewing and reporting
- ▶ Filming and identification
- ▶ Rights of children in international law
- ▶ Children involved with social services

Ethics and Newsgathering – Sources and Confidentiality

- ▶ Privacy and intrusion
- ▶ History of privacy
- ▶ Intrusion and harassment
- ▶ Clandestine listening, secret filming
- ▶ Sources and their protection
- ▶ Payments to sources
- ▶ Bribes, corruption and conflicts of interest
- ▶ Suppression
- ▶ On and off the record
- ▶ Plagiarism
- ▶ Misrepresentation

Taste and Decency / Harm and Offence

- ▶ Defining taste – what is good taste?
- ▶ What is indecent
- ▶ Causing offence

Ethics and Regulation – Voluntary and Compulsory

- ▶ How ethics inform regulation and production codes
- ▶ Voluntary regulation – press complaints council
- ▶ Statutory foundation of regulation
- ▶ Other regulatory systems – local (national) and international regulatory codes

Voluntary Codes (UK Models)

- ▶ The Press Complaints Commission
- ▶ New Irish Press Council
- ▶ Self regulation
- ▶ NUJ code of conduct
- ▶ Local codes

Statutory Codes (UK Models)

- ▶ Ofcom programme code
- ▶ The Production Guide – Channel 4/Channel 5 producers
- ▶ BBC producers guidelines
- ▶ Local codes

Publishing Ethics

- ▶ Plagiarism
- ▶ Editing pictures
- ▶ Manipulating visual images
- ▶ Editing text and quotes
- ▶ Headlines
- ▶ Taste and decency
- ▶ Conflicts of interest

Ethics and the Internet

- ▶ In the internet – the wild frontier?
- ▶ Ethical considerations online
- ▶ Ethical, legal and regulatory constraints on use of the internet
- ▶ Intellectual rights
- ▶ Copyright

International Ethics and Regulation

- ▶ Journalism ethics an international perspective
- ▶ UN Declaration of Human Rights
- ▶ European Community human rights law and regulations
- ▶ European media regulation
- ▶ Television without frontiers

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand how ethical considerations underpin all systems of regulation.
2.	Apply their knowledge of ethics to their work as journalists.
3.	Critically evaluate the ethical constraints on their reporting activities and the limits to publication and distribution.
4.	Apply this knowledge to all areas of journalism.
5.	Demonstrate knowledge and understanding of the main UK regulatory codes.
6.	Relate the main issues of ethics to the development of national and international codes of regulation and compare their various applications around the world.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning should take place on a number of levels, principally through lectures, but centres should also encourage seminars, presentation and class discussion, including review and analysis of current media issues. Formal lectures should provide a foundation of information on which the student builds through directed learning and self managed learning outside the class.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
---	-------------------

Examination: 3 hours duration	100%
-------------------------------	------

Indicative Reading for this Unit:**Main Text**

Journalism, Ethics and Regulation, C. Frost, 2007, Pearson

Law for Journalists, F. Quinn, 2007, Pearson

Alternative Texts

Designing for Newspapers and Magazines, Chris Frost, 2003, Routledge

The Producers Handbook, Channel 4/Channel 5, 2008

Recommended Websites

BBC Producers Guidelines, 2008

www.bbc.co.uk/guidelines/editorialguidelines

NUJ Code of Conduct, revised 2008

www.nuj.org.uk

Ofcom Broadcasting Code, revised 2008

www.ofcom.org.uk/tv/ifi/codes/bcode

U.S. Federal Communications Commission

www.fcc.gov

Irish Press Council

www.presscouncil.ie/press-council-of-ireland.8.html

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	<p>Lectures / Seminars / Tutorials / Workshops</p> <p>These interactive sessions will be used to discuss concepts and allow students to present findings.</p>
50 hours	<p>Directed learning</p> <p>Advance reading and preparation / Background research / individual and group preparation for seminars.</p>
50 hours	<p>Self managed learning</p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p>

13.1.5 Digital TV & Radio Journalism Syllabus

Unit Title	Digital TV & Radio Journalism
Unit Code	DTRJ 09-01
Level	5 Diploma
Credits	20
Unit Leader	JJ
Pre-requisites	

Main Aim(s) of the Unit:

This unit takes traditional broadcast journalism skills and updates and extends them into the converged multi platform world. The unit builds on the core journalism knowledge and skills acquired by students at Level 4 Diploma (Certificate), including writing for broadcast, packaging, bulletin writing, features and programme making, but also provides tuition in new production, broadcast and transmission technologies, as well as online and internet applications.

The unit contents also recognise that today's and tomorrow's broadcast journalist is not only going to have to be multi-skilled across all digital platforms, but also need a wider range of knowledge and skills within each discreet media, as well as understanding wider broadcasting skills, including programme types and styles, presentation, formats, audiences and audience research.

Main Topics of Study:

News and News Values

- ▶ The broadcast industries – history and development
- ▶ Broadcast news – radio
- ▶ Broadcast news – TV
- ▶ Differences between print and text news
- ▶ The changing media landscape – broadcasting to narrow casting
- ▶ Greater choice, smaller audiences
- ▶ Demographics
- ▶ Audience research

Writing for Broadcast

- ▶ Conversational English
- ▶ Right choice of words
- ▶ Style guides
- ▶ Accuracy and attribution
- ▶ Short words and short phrases
- ▶ Avoiding clichés, jargon and officialise
- ▶ Officialise
- ▶ Short forms and abbreviations
- ▶ Spelling and punctuation
- ▶ Hype
- ▶ Numbers

The Interview

- ▶ What's the story?
- ▶ Why the interview?
- ▶ Research and background
- ▶ Approaching an interviewee
- ▶ Picking the location
- ▶ Interview techniques
- ▶ The two way

The Bulletin

- ▶ The Five Ws
- ▶ The personal angle
- ▶ Deciding priorities and item lengths
- ▶ Ordering

The Voice and the Voicer

- ▶ Reading the news
- ▶ Articulation and enunciation
- ▶ Voice care
- ▶ Reading speeds
- ▶ Posture and breathing

The Package

- ▶ Finding the story
- ▶ Research and evaluation of content
- ▶ Longer form and extended artefacts

Pictures and Visual

- ▶ Preparation
- ▶ Equipment
- ▶ Selecting the right location
- ▶ Framing the shot and shot selection
- ▶ Graphics
- ▶ Asters, foot of frames
- ▶ Photographs and still images
- ▶ User generated content

Broadcast Sound

- ▶ Sound recording
- ▶ Microphones
- ▶ Ambient sound
- ▶ Creating a sound image or soundscape
- ▶ Wildtracks
- ▶ Music
- ▶ Phone interviews

- ▶ Down the line

Radio Technologies

- ▶ Editing techniques
- ▶ Editing software
- ▶ Radio studios
- ▶ Content management
- ▶ Playout systems/ Music recording and multi tracking

Television Technologies

- ▶ Cameras
- ▶ Recording media
- ▶ Sound
- ▶ Microphones
- ▶ Video editing software systems
- ▶ The television studio
- ▶ Chroma key and green screen technology
- ▶ Virtual studios
- ▶ Traditional studio playout systems
- ▶ File server based content management and playout systems
- ▶ Studio and location prompting systems

Research

- ▶ Internet research – beyond Google
- ▶ Picture and film archives
- ▶ Libraries and text
- ▶ Building contacts, note taking and keeping records

Presenting on Radio

- ▶ Bulletins
- ▶ News magazines
- ▶ Current affairs programmes
- ▶ Music and entertainment
- ▶ Live sequences
- ▶ Phone-ins
- ▶ Music scheduling, formats and branding
- ▶ Presentation styles

Presenting on Television

- ▶ Bulletins
- ▶ News magazines
- ▶ Current affairs programmes
- ▶ Music and entertainment
- ▶ Presenting on location

- ▶ Pieces to camera
- ▶ Studio presentation
- ▶ Vocal skills and voice care

Audio Visual Material on the Web

- ▶ Adapting and reversioning traditional broadcast material
- ▶ Presenting audio and video material on the web – reports and features
- ▶ Text, headlines and intros
- ▶ Audio clips
- ▶ Video clips
- ▶ Headline, links and introductions
- ▶ Online software content management systems – Dreamweaver, Flash
- ▶ Blogging
- ▶ Vlogging
- ▶ Interactivity
- ▶ Feedback

Legal and Physical Constraints

- ▶ Reporting from hazardous environments
- ▶ Risk Assessment procedures
- ▶ Health and safety in the studio, office and on location
- ▶ Image rights
- ▶ Copyright/ release forms
- ▶ Online regulation
- ▶ International law

Career Development and Employability

- ▶ Employment opportunities for the multi skilled multi platform journalism
- ▶ Further career development
- ▶ Training opportunities

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Demonstrate a general understanding of the key issues in the history, development and future direction of Broadcast Journalism.
2.	Demonstrate an understanding of the practical professional skills required to be a broadcast journalist.
3.	Demonstrate the skills and experience to write effectively for broadcast media, and assemble and deliver news bulletins and packages, as an individual and as a team player.
4.	Show a knowledge and understanding of the new digital production and post production technologies as applied to broadcast and online platforms.
5.	Show a knowledge and understanding of formats and presentation styles and programme/content management.

6.	Demonstrate a knowledge and understanding of the legal, statutory and ethical constraints on journalists, as well as physical constraints such as health and safety and hazardous environments.
7.	Show a knowledge and understanding of the structure of the digital broadcast and online industries and the available career opportunities.
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning should take place on a number of levels, principally through lectures, but centres should also encourage seminars, presentation and class discussion, including review and analysis of current media issues. Formal lectures should provide a foundation of information on which the student builds through directed learning and self managed learning outside the class.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text	
The Broadcast Journalism Handbook, Gary Hudson & Sarah Rowlands, 2006, MacMillan	
Alternative Texts	
Interviewing for Radio, Jum Beaman, 2000, Routledge	
Presenting on TV and Radio, Janet Trewin, 2003, Focal Press	
Broadcast Journalism: Techniques of Radio and Television News, Andrew Boyd, revised edition 2008, Focal Press	
Radio In Context, Guy Starkey, 2004, Palgrave Macmillan	
Recommended Websites	
BBC Online	www.bbc.co.uk
Avid	www.avid.com
Avid iNews	www.avid.com/resources/briefs/iNEWS_pb.pdf
Quantel	www.quantel.com
Adobe	www.adobe.com/products/premiers
Final Cut Pro	www.apple.com/finalcutstudio/finalcutpro/
Gee Broadcast	www.geebroadcast.co.uk
Autocue	www.autocue.com
Myriad	www.psquared.net
RCS	www.rcsworks.com/en/default.aspx
Burli Software	www.burli.com
Dart Centre	www.dartcentre.org
Voice Care	www.voicecare.org.uk

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	Lectures / Seminars / Tutorials / Workshops These interactive sessions will be used to discuss concepts and allow students to present findings.
50 hours	Directed learning Advance reading and preparation / Background research / individual and group preparation for seminars.
50 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.6 Magazine Journalism Syllabus

Unit Title	Magazine Journalism
Unit Code	MJ 09-01
Level	5 Diploma
Credits	20
Unit Leader	JJ
Pre-requisites	
Main Aim(s) of the Unit:	
<p>This unit builds on the general and generic skills and knowledge learned at Diploma Level 4 (Certificate) and focuses on the specific skills required for developing a career in magazines. While focused on core journalism skills as applied to magazines and periodicals, the unit also looks in detail at the business of magazines, including design and layout, marketing and promotion, delivery, circulation and distribution to provide successful students with a pathway to a sustained career in magazines.</p> <p>This unit will look at the implications of digital convergence and the emergence of the web, for the magazine journalist and the magazine industry as a whole.</p>	
Main Topics of Study:	
<p>The Magazine Industry – What is a Magazine?</p> <ul style="list-style-type: none"> ▶ History and development ▶ Consumer magazines ▶ Specialist magazines ▶ Business to business ▶ Academic journals ▶ National and regional titles ▶ Structure of magazine companies <p>Magazine Journalism</p> <ul style="list-style-type: none"> ▶ Organisation and staff ▶ Editorial ▶ Advertising ▶ Circulation and sales ▶ Marketing ▶ Accounts and finance <p>Types of Magazines</p> <ul style="list-style-type: none"> ▶ Consumer ▶ Business to business ▶ Newspaper supplement and magazines ▶ Special interest ▶ Academic journals 	

Interviewing

- ▶ Planning an interview
- ▶ Getting the best from an interviewee
- ▶ Setting the right agenda and the right questions
- ▶ Using quotes
- ▶ Difficult interviewees
- ▶ Telephone interviews
- ▶ Note and record keeping
- ▶ Legal and ethical issues

Feature Writing

- ▶ Feature article styles
- ▶ Feature planning
- ▶ Research
- ▶ Picture and visual elements
- ▶ Special features – reviews, opinion features, leaders

Magazine Production

- ▶ Desk top editing systems
- ▶ Page layout
- ▶ From Publisher and Pagemaker to Quark Xpress and InDesign
- ▶ The digital newsroom
- ▶ The role of the sub-editor in a magazine

Creation, Development and Management of Magazines

- ▶ Human resources
- ▶ Recruitment and retention
- ▶ Training and development
- ▶ Health and safety
- ▶ Equal opportunities
- ▶ Creative media sales
- ▶ Advertorials
- ▶ Advertising
- ▶ Events and exhibitions
- ▶ Sales/circulation
- ▶ Finance and accounts

Media Legal

- ▶ Libel, malicious falsehood and defamation
- ▶ Reporting restriction and contempt of court
- ▶ Licensing
- ▶ Logos and trademarks
- ▶ Copyright and intellectual rights
- ▶ Privacy

- ▶ National and international law
- ▶ Data protection and freedom of information
- ▶ Press complaints commission and other codes and regulations

The Business of Magazines – Revenues and Finance

- ▶ Revenue sources
- ▶ Cover price
- ▶ Advertising
- ▶ Special promotions
- ▶ Product placements
- ▶ Advertorials

The Business of Magazines – Distribution

- ▶ Traditional – newsstands
- ▶ Traditional – subscriptions
- ▶ Supermarket
- ▶ Controlled circulation
- ▶ Member benefits
- ▶ Online applications and brand extensions

Magazines Online

- ▶ Magazines online
- ▶ extending magazine brands online
- ▶ User-generated content, audio and video
- ▶ Commercial and promotional opportunities

Online Magazines – E-zines and Beyond

- ▶ Audience research and assessment
- ▶ Special Interest groups
- ▶ Newsgroups Marketing and promotion
- ▶ Editorial values
- ▶ Blogging and bloggers
- ▶ User-generated content

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understanding how the magazine industry is structured and the internal organisation of individual magazines.
2.	Show an awareness of the range and variety of magazine publications.
3.	Demonstrate the special requirements of writing for and editing magazines, including researching, feature writing and interviewing.
4.	Show an understanding of the importance of design, layout, and graphics.
5.	Show an understanding of the planning and production processes of a magazine.

6.	Demonstrate an appreciation of the Business of Magazines, including the role and responsibilities of the other departments within a magazine, including advertising, sales, marketing and circulation.
7.	Show an appreciation of audiences, markets and market research techniques.
8.	Adapt magazine content and formats for the internet – and develop web only publications.
9.	Show an understanding of legal, ethical and regulatory constraints on magazines and magazine journalists.
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning should take place on a number of levels, principally through lectures, but centres should also encourage seminars, presentation and class discussion, including review and analysis of current media issues. Formal lectures should provide a foundation of information on which the student builds through directed learning and self managed learning outside the class.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
<p>Main Text</p> <p>Magazine Editing: How to Develop and Manage a Successful Publication, John Morrish, 2003, Routledge</p> <p>Magazine Journalism Today, Anthony Davis, 1992, Focal Press</p> <p>Alternative Texts</p> <p>Digital Sub-Editing and Design, Stephen Quinn, 2002, Focal Press</p> <p>The Language of Magazines, Linda McLoughlin, 2000, Routledge</p> <p>Recommended Websites</p> <p>Hello Magazine www.hellomagazine.com</p> <p>Glamour Magazine www.glamourmagazine.co.uk</p> <p>Empire Magazine www.empireonline.com</p>	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	<p>Lectures / Seminars / Tutorials / Workshops</p> <p>These interactive sessions will be used to discuss concepts and allow students to present findings.</p>
50 hours	<p>Directed learning</p> <p>Advance reading and preparation / Background research / individual and group preparation for seminars.</p>
50 hours	<p>Self managed learning</p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p>

13.1.7 Sports Journalism Syllabus

Unit Title	Sports Journalism
Unit Code	SJ 09-01
Level	5 Diploma
Credits	20
Unit Leader	JJ
Pre-requisites	

Main Aim(s) of the Unit:

This unit seeks to provide students with a full historic and social context of sports journalism, as well as a broad knowledge base about sport and sports journalism at home and across the world. It will provide them with a series of exercises to improve their practical skills so as to match the foundation knowledge base.

At the end of the course the students should be able to proceed towards a career in newspaper, magazines, radio, television and online sports journalism, as well as associated roles in public relations and media management in sport organisations.

Main Topics of Study:

Introduction to Sports Journalism

- ▶ Organisation of sports departments and sports journalists
- ▶ The sports editor
- ▶ Forward planning
- ▶ Media markets

History of Sports Journalism and its Social Impact

- ▶ Media influence on sport
- ▶ Sport's influence on the media
- ▶ The first sports page
- ▶ Great sport writers
- ▶ Sport in radio
- ▶ Sport on television
- ▶ Globalisation
- ▶ Digitisation
- ▶ Tabloidisation
- ▶ Great sports writers

Journalism Ethics and Sport

- ▶ Media ownership and control
- ▶ Conflicts of interest
- ▶ Local bias or boosterism
- ▶ Product placement
- ▶ Perks and benefits
- ▶ Privacy

- ▶ Manipulation
- ▶ Gender and race
- ▶ Favouritism and neutrality
- ▶ Sports rights
- ▶ Access to sports event

Sports Coverage in Print

- ▶ Writing the intro
- ▶ The five Ws
- ▶ News story structure
- ▶ Writing style
- ▶ Headlines, crossheads and body copy
- ▶ NIBs – sports news in brief

Broadcast Sport

- ▶ Back to square one – a history of sport on radio
- ▶ They think it's all over – great sports broadcasts and broadcasters
- ▶ Special demands of broadcast journalism
- ▶ The broadcast sport department
- ▶ The language of broadcast sport/research and preparation
- ▶ The reporter's notebook for broadcast
- ▶ Story and structure
- ▶ Writing and performing scripts
- ▶ The 'improvised' two way
- ▶ Interviews
- ▶ Outside broadcasts
- ▶ Commentary
- ▶ Sports news and sports bulletins

Sport in Vision

- ▶ Role of stills photography
- ▶ The role of the stills photographer
- ▶ Use of graphics
- ▶ Copyright
- ▶ Image rights

Online Sport

- ▶ Specialist sport websites – official
- ▶ Sports websites – unofficial and fan based
- ▶ Website design
- ▶ Adapting content for use on the web
- ▶ Running reports on the web
- ▶ Online writing styles

- ▶ News
- ▶ Features
- ▶ Role of blogs
- ▶ Stills, graphics audio and video for the web
- ▶ The web as a research tool

International Sports Institutions – Major

- ▶ IOC – International Olympic Committee
- ▶ NOC – National Olympic Committee
- ▶ FIFA – Fédération Internationale de Football Association
- ▶ UEFA – Union of European Football Associations
- ▶ OCOG – Organizing Committee of the Olympic Games

International Sports Institutions – Minor

- ▶ FIG (Fédération Internationale de Gymnastique)
- ▶ IIHF (International Ice Hockey Federation)
- ▶ ISU (International Skating Union)
- ▶ UCI (Union Cycliste Internationale)
- ▶ International Sport and Culture Association
- ▶ FIA – International Automobile Federation

Sports Regulation

- ▶ CAS – Court of Arbitration for Sport
- ▶ WADA – World Anti-Doping Agency
- ▶ ICAS – International Council of Arbitration for Sport
- ▶ Racism and sport
- ▶ Human rights in sport

Sports Reporting – In the Office

- ▶ Sources
- ▶ Contacts and contacts books
- ▶ Official information – press releases and press conferences
- ▶ Sponsors
- ▶ Wire and news agencies
- ▶ Other media
- ▶ Sports and other websites

Sports Reporting – In the Field

- ▶ Why send a reporter – the purpose of sports reporting
- ▶ The reporter's notebook
- ▶ Previews
- ▶ Running reports
- ▶ Considered reports
- ▶ Delayed reports

- ▶ Inquest pieces

Sports Features

- ▶ What is a sports feature?
- ▶ Finding the peg or angle
- ▶ Profiles
- ▶ Opinions
- ▶ Columns
- ▶ Editorial
- ▶ Participation features

Sports reporting and the public

- ▶ The role of the audience
- ▶ Traditional approaches – role of vox pops
- ▶ Modern approaches blogs, UGC and texts

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Show a general knowledge and understanding of the key issues surrounding covering sports journalism in the media and beyond.
2.	Show a general understanding of the social, economic and cultural impact of sport in society.
3.	Show a general understanding of the relationship between sport and society.
4.	Demonstrate a broad understanding of different international approaches.
5.	Demonstrate an understanding of national and international sports institutions.
6.	Show an understanding of the wide range of media technologies.
7.	Show a general understanding of the media production processes.
8.	Demonstrate a general understanding of online distribution and social networking.
9.	Demonstrate writing and speaking skills across all contemporary media.
10.	Show the ability to deliver print and broadcast reports of sports events.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning should take place on a number of levels, principally through lectures, but centres should also encourage seminars, presentation and class discussion, including review and analysis of current media issues. Formal lectures should provide a foundation of information on which the student builds through directed learning and self managed learning outside the class.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%

Indicative Reading for this Unit:**Main Text**

Sports Journalism – A Practical Introduction, Phil Andrews, 1st edition, 2005, Sage

Alternative Texts

Sports Media Reporting, Producing and Planning, Bradley Schultz, 2nd edition, 2006, Focal Press

Sports Journalism Context and Issues, Raymond Boyle, 1st edition, 2006, Sage

Recommended Websites

Court of Arbitration for Sport (CAS)

www.tas-cas.org/news

Fédération Internationale de Football Association (FIFA)

www.fifa.com

International Federation of Motorsport (FIA)

www.fia.com

International Olympic Committee (IOC)

www.olympic.org

Organizing Committee of the Olympic Games (OCOG)

www.london2012.com

World Anti-Doping Agency (WADA)

www.wada.ama.org

International Cricket Council (ICC)

www.icc-cricket.yahoo.com

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary from college to college according to local needs and wishes.
50 hours	Directed learning Advanced reading, research and preparation, background reading, Group study and portfolio.
50 hours	Self managed learning Working through the course text and other recommended reading material, use of the web, interaction with other students and in the field research at relevant sporting events.

13.1.8 Sub-editing & Design Syllabus

Unit Title	Sub-editing & Design
Unit Code	SED 09-01
Level	5 Diploma
Credits	20
Unit Leader	JJ
Pre-requisites	
Main Aim(s) of the Unit:	
<p>This unit aims to provide learners with a broad basic knowledge and understanding of digital sub editing and page design, both for print and online.</p> <p>It will familiarise learners with the editing skills required for the digital age and the methods and approaches required for digital text editing, as well as providing them with a practical guide to page layout, including writing headlines, captions and editing body text for a variety of different outputs in a multi platform environment. They will understand about effective use of typefaces both in headlines and in body text, about the effective use of photographs and other graphic illustrations.</p>	
Main Topics of Study:	
Traditional Approaches	
<ul style="list-style-type: none">▶ The development of newspapers and the role of the designer and sub-editor▶ Importance of design and page layout – and the main stages of development	
The Digital Revolution	
<ul style="list-style-type: none">▶ Phase 1 – The arrival of computers in newspapers – the non-manual typewriter era▶ Phase 2 – the pagination era▶ The main players in the digital revolution – Aldus Pagemaker, Quark Xpress, InDesign – and their main features, foibles and failures	
Editorial Production	
<ul style="list-style-type: none">▶ The structure of the newsroom▶ The traditional roles – copy taster and sub editor▶ Core skills for the sub-editor	
Text and Text Editing	
<ul style="list-style-type: none">▶ Basic parts of speech (referring back to English for journalists unit)▶ Essential sub-editing▶ Sticking to the facts▶ Producing effective copy	
Publication Style	
<ul style="list-style-type: none">▶ Defining audiences and audience needs▶ Usage▶ Paper▶ Colour▶ Page structure	

- ▶ House styles
- ▶ Typefaces
- ▶ Graphics

Design and Typography

- ▶ Typefaces
- ▶ Fonts and font styles
- ▶ Layout variations, including justification and hyphenation
- ▶ Spacing and shaping
- ▶ Column widths
- ▶ Kerning
- ▶ Headlines
- ▶ Cross heads
- ▶ Sidebars and textboxes

Dealing with Pictures and other Graphic Materials

- ▶ Photos and photo sources
- ▶ Cropping and sizing
- ▶ Other visual elements – graphics, diagrams cartoons etc
- ▶ Using visuals to simplify complex detail
- ▶ Commercial software packages
- ▶ Copyright

Newspaper Design

- ▶ Page layout
- ▶ Marking up
- ▶ Editing symbols
- ▶ Story counts
- ▶ Matching news values to available content

Magazine Design

- ▶ Differences between magazines and newspapers
- ▶ Size and scale
- ▶ Front covers
- ▶ Interior layout
- ▶ Headings as display
- ▶ Photos and other graphic illustrations
- ▶ Running and shaping text

Editing Text for the Web

- ▶ Importance of text online
- ▶ Headlines online
- ▶ Writing online
- ▶ Usability

Designing for the Web

- ▶ Modern faces
- ▶ Typefaces
- ▶ Easing navigation
- ▶ Designing for the screen
- ▶ Designing pages for speed not appearance

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

- | | |
|----|--|
| 1. | Identify the distinctive qualities of journalism online, in print and in vision, and the essential similarities and differences. |
| 2. | Demonstrate an understanding of the importance of layout and design in print. |
| 3. | Demonstrate an understanding of the importance of layout and design online. |
| 4. | Demonstrate knowledge of type-faces and fonts and their effectiveness in the design and layout of print and online pages. |
| 5. | Demonstrate an understanding of page make-up and desktop publishing software. |
| 6. | Demonstrate an understanding of the importance of the effective use of text in headlines and body copy. |
| 7. | Demonstrate knowledge of the effective application of photographs, graphics, stills and other illustrative material. |
| 8. | Communicate effectively through print and online pages. |

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning should take place on a number of levels, principally through lectures, but centres should also encourage seminars, presentation and class discussion, including review and analysis of current media issues. Formal lectures should provide a foundation of information on which the student builds through directed learning and self managed learning outside the class.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
---	-------------------

Examination: 3 hours duration	100%
-------------------------------	------

Indicative Reading for this Unit:**Main Text**

Digital Sub-editing & Design, Stephen Quinn, 2002, Focal Press

Designing for Newspapers and Magazines, Chris Frost, 2003, Routledge

Alternative Texts

The Language of Magazines, Linda McLoughlin, 2000, Routledge

Roget's 21st Century Thesaurus, Barbara Ann Kipfer, editor, 3rd edition, 2005, Dell

Recommended Websites

Jakob Nielsen – Usability

www.useit.com

American Newspaper Publishing

www.editorandpublisher.com

Newspaper Association of America

www.naa.org

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	Lectures / Seminars / Tutorials / Workshops Tutorial support includes feedback on assignments and may vary from college to college according to local needs and wishes.
50 hours	Directed learning Advance reading and preparation / Background research / individual and group preparation for seminars.
50 hours	Self managed learning Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.