The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Technical Skills for Journalism

Level 5  E20077

www.fetac.ie
# Level 5 Module Descriptor

## Summary of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td><strong>Preferred Entry Level</strong></td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td><strong>Special Requirements</strong></td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td><strong>General Aims</strong></td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td><strong>Specific Learning Outcomes</strong></td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Portfolio of Assessment</strong></td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Provides details of the grading system used.</td>
</tr>
<tr>
<td><strong>Individual Candidate Marking Sheets</strong></td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td><strong>Module Results Summary Sheet</strong></td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td>Can include approval forms for national governing bodies.</td>
</tr>
<tr>
<td><strong>Glossary of Assessment Techniques</strong></td>
<td>Explains the types of assessment techniques used to assess standards.</td>
</tr>
<tr>
<td><strong>Assessment Principles</strong></td>
<td>Describes the assessment principles that underpin FETAC approach to assessment.</td>
</tr>
</tbody>
</table>
Introduction

A module is a statement of the standards to be achieved to gain a FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
Module Title: Technical Skills for Journalism

Module Code: E20077

Level: 5

Credit Value: 1 credit

Purpose: This module has been developed to introduce students of journalism to the technical skills of word processing, editing and sub-editing, and page design. It is one of the mandatory vocational modules for the Level 5 Certificate in Print Journalism award.

Preferred Entry Level: Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

Special Requirements: For certification purposes leading to an award, this module cannot be combined with the Print Journalism (E20013) module.

General Aims

Learners who successfully complete this module will:

8.1 acquire basic keyboarding and word processing skills required for work in print journalism

8.2 understand the language and conventions of editing and sub-editing

8.3 be able to move text into page design and layout format

8.4 produce and design a page layout by a combination of electronic and cut and paste methods

8.5 be aware of technical developments in the journalism industry.
9 Units

The specific learning outcomes are grouped into 3 units.

Unit 1 Keyboarding and Word Processing Skills

Unit 2 The Language of Editing and Sub-editing

Unit 3 Page Design and Layout

10 Specific Learning Outcomes

Unit 1 Keyboarding and Word Processing Skills

Learners should be able to:

10.1.1 access a Word Processing system/package
10.1.2 enter text accurately
10.1.3 perform text editing tasks
10.1.4 format text
10.1.5 load an existing file
10.1.6 use text enhancement features
10.1.7 change margins, tabs and justify
10.1.8 set up columns
10.1.9 enter headers, footers, and page numbers
10.1.10 set up pages sizes
10.1.11 use spell check programmes to ensure accuracy
10.1.12 print single page and multi page documents
10.1.13 transfer text from word processing to electronic page layout programmes.
10.1.14 save files within the system
10.1.15 close down system correctly.

Unit 2 The Language of Editing and Sub-editing

Learners should be able to:

10.2.1 synthesise material from different sources into a coherent whole
10.2.2 re-write articles to give a different emphasis to the original
10.2.3 produce simple accurate copy
10.2.4 recognise jargon and avoid its use
10.2.5 use standard editing and sub-editing marks on copy
10.2.6 devise captions and headlines to suit photographs and stories.
Unit 3  Page Design and Layout

*Learners should be able to:*

10.3.1  draw up a sketch outline of a newspaper page
10.3.2  design a newspaper page to an agreed house style e.g. broadsheet, tabloid
10.3.3  balance text and picture
10.3.4  demonstrate the correct use of typography, point size, white space
10.3.5  use a combination of electronic and cut and paste methods to create a page to an agreed brief.

11  Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (2)</td>
<td>60%</td>
</tr>
<tr>
<td>Project</td>
<td>40%</td>
</tr>
</tbody>
</table>

11.1  Assignments (2)

The internal assessor will devise two briefs that require candidates to produce evidence of editing, sub-editing and page layout skills.

**Assignment 1:** The brief for the first assignment will require the candidate to produce evidence of text editing. An article should be presented in outline draft, revised draft and final draft, showing evidence of development and improvement under such headings as length, structure, clarity, emphasis, angle or viewpoint. Standard editing and sub-editing marks in correction of copy should be used.

**Assignment 2:** The brief for the second assignment will require the candidate to produce evidence of page layout skills. Candidates will design and produce two pages, one of tabloid and one of broadsheet layout. Photocopies of advertisements and photographs may be used, but candidates must generate all other text and graphics. The page layouts may be produced on a full size or scaled (A4) page. Each page layout should be accompanied by a single page that describes technical details,
such as paper size, margins, column widths, gutters, rules, text alignment, font sizes and styles etc.

Candidates should provide evidence of design and development of ideas, sketches, rough visuals, as well as laser printouts of the finished products. All disk files must be retained and made available to the external Authenticator.

11.2 Project

The internal assessor will devise a project brief that requires candidates to demonstrate:

- mastery of tools and techniques
- design skills
- planning skills.

The project brief will require the candidate to design, plan and produce a multi-page booklet. The booklet may be a newspaper, magazine, or newsletter, and should consist of at least 4 pages. The booklet should include the following elements: document title/mast head/name plate, header/footer, subheadings, text offsets and/or insets, page numbering, graphics, photographs etc. The content of the booklet does not require original research.

The form in which the booklet is presented will be ready for printing.

Evidence presented will include:

- monochrome laser printouts, with crop marks as appropriate
- master page definition(s) and character stylesheets
- notes and sketches indicating document planning, layout and design
- production plan/schedule with dates, deadlines
- project log documenting progress and alterations to production plan.

Candidates should provide evidence of design and development of ideas, sketches, rough visuals, as well as laser printouts of the finished products.

12 Grading

Pass  50 - 64%
Merit  65 - 79%
Distinction  80 - 100%
**Candidate Name:** _______________________________  **PPSN:** _________________________

**Centre:** _______________________________________________  **Centre No.:** __________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clear development of article in outline, revised and final drafts</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• accurate use of standard editing, sub-editing marks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• coherent finished piece</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• excellent spelling, grammar, punctuation, paragraphing and use of language</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Assignment 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clear development of ideas shown in notes, sketches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• consistent design throughout document appropriate to tabloid/broadsheet</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• correct set up and implementation of masterpages and stylesheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• successful integration of text and graphics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• correct placement of masthead, photograph, captions, adverts, headlines, columns</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• enhanced visual impact through use of white space, framing, typefaces, graphics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• accurate technical description of page layouts</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

_This mark should be transferred to the Module Results Summary Sheet_

**Internal Assessor’s Signature:** _______________________________  **Date:** __________

**External Authenticator’s Signature:** ____________________________  **Date:** __________
Individual Candidate Marking Sheet 2

Technical Skills for Journalism
E20077
Project 40%

Candidate Name: _______________________________ PPSN: _________________________
Centre: __________________________________________ Centre No.: __________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery of Tools and Techniques</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>• components of project completed as specified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• wide range of tools/techniques used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• tools/techniques chosen are suitable, efficient and solve problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• text and graphics integrated successfully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• master page, stylesheets fully defined, carefully implemented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Presentation</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>• brief imaginatively interpreted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• notes, sketches show clear development of ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• typography, framing and white space make visual impact</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>• style consistent within document and suited to purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• final product carefully presented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Skills</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• stages of project efficiently scheduled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• project completed on time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL MARKS                                              | 40           |                |

This mark should be transferred to the Module Results Summary Sheet

Internal Assessor’s Signature: _____________________________ Date: ________________
External Authenticator’s Signature: ______________________ Date: ________________
# FETAC Module Results Summary Sheet

**Module Title:** Technical Skills for Journalism  
**Module Code:** E20077

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>60</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Marking Sheets**

<table>
<thead>
<tr>
<th>Maximum Marks per Marking Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
</tr>
<tr>
<td>40</td>
</tr>
</tbody>
</table>

**Signed:**  
**Internal Assessor:** ___________________________ **Date:** ________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

**Grade*:**
- D: 80 - 100%
- M: 65 - 79%
- P: 50 - 64%
- U: 0 - 49%
- W: candidates entered who did not present for assessment
Glossary of Assessment Techniques

Assignment

An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination

A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (some of these – about 2-4)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.