

## Component Specification

### Editing and Sub-Editing

**NFQ Level 6**

**6N18624**

#### 1. Component Details

<b>Title</b>	Editing and Sub-Editing
<b>Teideal as Gaeilge</b>	Scríobh na Nuachta
<b>Award Class</b>	Minor
<b>Code</b>	6N18624
<b>Level</b>	6
<b>Credit Value</b>	15
<b>Purpose</b>	The purpose of this award is to provide learners with the ability to confidently use editing and sub-editing techniques routinely utilised in print and online publications. Learners will demonstrate technically and creatively, the role of an editor and sub-editor in producing a publication. Learners who successfully complete this award will be well versed in all aspects of editing and sub-editing in a modern newsroom.
<b>Learning Outcomes</b>	<p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1 Demonstrate an understanding of the role of an editor and a sub-editor</li> <li>2 Demonstrate an understanding of the role of digital convergence in producing a publication.</li> <li>3 Edit down lengthy copy to shorter articles as required by a variety of platforms and audiences</li> <li>4 Edit articles for redundant phrases, 'dead copy', euphemisms, jargon, clichés and buzzwords</li> </ol>

- 5 Perform and fulfil the basic mechanics of editing – this will include proofreading copy for grammar, punctuation and spelling errors.
- 6 Demonstrate the use of signposting, NIBS and advertising and other conventional features on the front page of a newspaper or news web site
- 7 Utilise acceptable industry conventions for numbers, dates, titles, abbreviations, etc., using an appropriate stylebook
- 8 Source photos from an online library, understanding the copyright rules that apply and identifying ethical decisions that must be made when selecting photographic content, to include: photographs depicting violence, active court cases and children.
- 9 Prioritise and place articles appropriately according to current accepted conventions
- 10 Effectively place appropriate multimedia elements such as photographs and other images, audio and video, suitable links, and provide captions
- 11 Write suitable headlines, sub-heads, leads and select suitable pull quotes
- 12 Edit articles to conform to legal and ethical journalistic standards (e.g. relevant laws such as those relating to defamation and copyright, etc. and the NUJ Code of Conduct)
- 13 Re-write and edit articles for use in a variety of publications
- 14 Re-write and edit copy in a variety of house styles
- 15 Demonstrate an understanding of the role of effective communication with reporters in underpinning balance and accuracy
- 16 Produce a print publication using industry standard software showing an appreciation of the need to adapt to current conventions of a mainstream publication
- 17 Produce news or specialist blog / web site that demonstrates an understanding of the need to adapt to current conventions of a reputable newspaper or magazine online publication
- 18 Re -write an opinion piece to reflect the expectations of a publication and its audience

- 19 Write leader editorial suitable for a variety of publications

## Assessment

### General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

### Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

All learning outcomes **must** be assessed and achieved

Skills Demonstration

60%

	Portfolio / Collection of Work	40%
<b>Description</b>	<p><b>Skills Demonstration</b></p> <p><i>A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.</i></p> <p><b>Portfolio / Collection of Work</b></p> <p><i>A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.</i></p>	
<b>Recognition of Prior Learning (RPL)</b>	<p>Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at <a href="http://www.fetac.ie">www.fetac.ie</a> for further information and registration details.</p>	
<b>Grading</b>	Pass	50% - 64%
	Merit	65% - 79%
	Distinction	80% - 100%
<b>Specific Validation Requirements</b>	There are no specific validation requirements	
<b>Supporting Documentation</b>	None	
<b>Access</b>	<p>To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.</p>	
<b>Transfer</b>	<p>Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.</p>	

## 2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

## 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	

2	30	5	10	
3	60	10	5,20	>5 and<60
4	90	10	5,15,20	>5 and<90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

## Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
	Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
	Insight	Express an internalised, personal world view, reflecting engagement with others.

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*