

CARDIFF SCHOOL OF
JOURNALISM, MEDIA AND
CULTURAL STUDIES

Head of School Professor Justin Lewis

MA in Journalism
Postgraduate Diploma in Journalism

BROADCAST OPTION

Student Handbook

The essential guide to your course: 2011-12



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This handbook contains information regarding your course that you will need during the academic year. It will be of particular value to students in their first weeks at university. However, all staff and students should keep this handbook for reference throughout the year.

The handbook is divided into three sections:

- 1) General university information
- 2) Information about your course
- 3) Further information that may be of use to you

You should read your copy of the Cardiff University Student Handbook in conjunction with this school handbook.

SECTION ONE - GENERAL INFORMATION

1a. Foreword From the Head of School, Professor JUSTIN LEWIS

Welcome to the Cardiff School of Journalism, Media and Cultural Studies at Cardiff University.

Croeso I'r Ysgol Newddiaduraeth, Cyfryngau ac Astudiaethau Diwylliannol ym Mhrifysgol Caerdydd.

This handbook gives you some basic information about the School, your course and how they are organised. **Please read it carefully and take note of its advice.** If you wish to query or follow up any aspect of this information, please contact Jennifer Moseley, the MA/Pg Dip Administrator.

A pioneer in journalism education since the 1970s, the School is now a world-leading renowned centre for the study of all aspects of journalism, media and cultural studies.

We offer a wide range courses at various levels. Our undergraduate course in journalism, media and cultural studies is an academic, research-based degree. Our postgraduate offerings range from the industry oriented, practice-based journalism MA/Diploma to more academic degrees, from Masters to PhD. Our students – especially at postgraduate level – come from all over the world. Our postgraduate courses regularly win accolades from industry bodies.

The School combines a long-standing record of excellence in teaching and training with an outstanding research portfolio – with over 40 awards from a wide range of Research Councils, Foundations, Charities and the media industry (with over ten awards from the BBC, the BBC Trust and Channel 4) since 2001.

The School's reputation for international research was recognised in the UK government's 2008 Research Assessment Exercise (an evaluation of research in UK universities that takes place every 6-7 years). They judged 45% of the School's research to be 'world-leading' and a further 30% 'internationally excellent', making us one of the UK's top research departments in *any* field.

The School runs a number of international and national conferences. The most recent include the Mapping the Magazine Conference and the Journalism Studies Conference (both biennial international events held at Cardiff).

Five refereed journals are edited in the School: **Journalism Studies**, **Journalism Practice** (Professor Bob Franklin), **Social Semiotics**, (Dr David Machin), **Feminist Media Studies**, (Dr Cynthia Carter) and the **Media Wales Journal** (Dr John Jewell).

But we do not believe in excellence for its own sake: our teaching and research is grounded in a commitment to ethics, social responsibility and the importance of journalism, media and communications to a healthy democracy. We also believe in breaking down barriers – whether between the media industry, policy makers and the academy, or between the social sciences and the humanities.

Nor do we rest on our laurels. The world of media and communications is constantly changing, and we are aware of the need to be responsive to new ideas and new developments. The future may be uncertain, but we want to play our part in shaping it for the better.

I hope that you will find your time with us here at Cardiff University stimulating, enjoyable and rewarding. You will find that the staff you meet have both international reputations and are approachable and generous with their time. Make the most of them, the School and Cardiff!

JUSTIN LEWIS

1b. Cardiff University

Previously the largest of the eight university institutions that comprised the University of Wales, Cardiff University became independent on 17th December 2004. It has its own Royal Charter and, from the point of view of the student, is a self-contained civic university. It has some 27,000 students of whom more than 7,438 are postgraduates. There is an almost equal balance between humanities, business, science and engineering courses, and between male and female students.

In recent years approximately £100 million has been invested to provide new and refurbished university buildings of the highest quality. The University's location, in the magnificent civic centre, provides students with easy access to outstanding new residences; extensive modern sports facilities; libraries; city centre shops and attractive parklands.

Cardiff Students' Union is one of the biggest, best and most active in Britain. Solus, the Great Hall and the Taf are among the Union's major attractions. Solus is the students' own high quality nightclub, and is the second largest in South Wales. The Great Hall is a 1500 capacity venue for major concerts and the Taf Bar is the Union's very own 'local'. Other facilities include CF10, a cafe offering a variety of hot and cold food, a general shop and off licence, University bookshop, computer shop, a games room and video arcade, five full size snooker tables and twelve pool tables, satellite TV, banking and insurance services.

The Union also has its own letting agency and Student Advice centre. It is also home to Xpress Radio (the students' own radio station), an award-winning student newspaper, and more than 150 cultural, political, religious, social and sporting societies.

The Unistaff Jobshop is a student employment service that provides casual, clerical and catering jobs around the University to hundreds of students.

1c. Cardiff, the Capital City of Wales

Lively, elegant, confident, cosmopolitan, Cardiff caters for all tastes, offering everything from the excitement of a vibrant city life to the peace and tranquillity of the nearby coast and countryside.

A city with both heritage and ambition Cardiff has a distinctive character, a good quality of life, and a growing national and international reputation.

It is presently host to numerous large and high profile events, including Britain's largest free summer festival.

As the capital city of Wales it is home to many national institutions including the National Museum of Wales and the much-admired Millennium Stadium.

The city centre skyline is testimony to its heritage and ambition, with landmark buildings ranging from the ornate civic centre to the historic Cardiff Castle.

Cardiff is well established as 'Europe's Youngest Capital' but its history dates back more than 2000 years to the Romans. It was once one of the busiest ports in the world, exporting the coal which fuelled the industrial revolution.

The famous Tiger Bay docklands have been substantially transformed into Cardiff Bay, a modern development of homes, shops, offices, visitor attractions and the National Assembly for Wales, all surrounding a huge freshwater lake.

In 1905 Cardiff was proclaimed a city and in 1955 it became the capital city of Wales.

A Friendly City

The city of Cardiff offers an excellent location in which to study. Students at Cardiff benefit from the combination of a small, friendly, inexpensive city with the cultural and recreational amenities of an ambitious and progressive capital city.

With a population of 327,500, Cardiff does not suffer from overcrowding. Students in Cardiff lead a busy life, both with their academic studies and the social and cultural activities that take place.

Convenient Location

Cardiff is an extremely accessible city, benefiting from excellent road, rail and air communications. Using the hourly high-speed train service, London is reached within two hours.

Cardiff has convenient connections to Heathrow and Gatwick airports and the city also benefits from its own international airport. The city is served directly by the M4 motorway providing fast links to the rest of the UK.

"Cardiff is the up-and-coming cosmopolitan British city, a place jam-packed per square yard with some of the best drinking, dancing and shopping outside London."
VIRGIN ALTERNATIVE GUIDE TO BRITISH UNIVERSITIES

"The fastest growing capital city in Europe. It boasts beautiful old architecture as well as the major waterfront development at Cardiff Bay, which includes cinemas, restaurants, cafes and museums. Excellent shopping, eating and accessibility."
THE TROTMAN STUDENT BOOK

"Cardiff is popular with students, offering all the attractions of a large conurbation without such high prices as students experience elsewhere."
THE TIMES GOOD UNIVERSITY GUIDE

1d. Staff

At the Cardiff School of Journalism, Media and Cultural Studies you will benefit from contact with a wide range of staff: researchers with international reputations for their published work, professionals of the highest calibre from print and electronic media, and internationally respected academics.

We have more than forty academic, research and professional staff, backed by a friendly and efficient team of administrators and technical staff. Staff routinely teach across a number of programmes; you will encounter professional, academic and research staff no matter what scheme of study you pursue.

Each programme also makes regular use of experts working in all branches of the media, and visiting scholars from all over the world, to come and share their specialist skills.

Professors

Professor Justin Lewis is Professor of Communication, and Head of the Cardiff School of Journalism, Media and Cultural Studies. He was formerly Professor of Communication at the University of Massachusetts at Amherst. He has written many books and articles on media, politics and culture, and is currently Series Editor for the list in **Media and Culture** for Peter Lang Publishers. He has also written for various newspapers, including the Guardian, the Boston Globe and the Los Angeles Times. He is on the editorial boards of various journals, including Communication Review, Television and New Media, and Critical and Cultural Studies in Communication. He is a member of the Government's Research Excellence Framework panel on Communication, Cultural and Media Studies, Library and Information Management.

Professor Richard Tait joined as Director of the Centre for Journalism in 2003. He retired after seven years as Editor-in-Chief of ITN in 2002, having pursued a career in broadcasting which saw him become Editor of Channel 4 Programmes, Editor of Channel 4 News, Editor of BBC Newsnight as well as Editor of BBC General Election and Budget programmes. He was a successful academic at Oxford University (New College and St Edmund Hall) before pursuing his media career. He was a media columnist for the Financial Times from 2002 till 2004. From 2004 till July 2009 he was a member of the BBC Board – first as a Governor (and Chairman of the Governors' Programme Complaints Committee) and from 2006 as a Trustee (and Chairman of the Editorial Standards Committee).

Professor Simon Cottle is Deputy Head of School and Director of the Mediatized Conflict Research Group in the Cardiff School of Journalism, Media and Cultural Studies (JOMEC). He also holds Honorary Professorships at the University of Melbourne, Australia, where he was Inaugural Chair and Director of the Media and Communications Program (2002-2006), and at the University of Tasmania, Australia, and he is a Faculty Fellow of the Centre for Cultural Sociology at Yale University, USA. He joined JOMEC in 2006. Before completing his PhD in Mass Communications at the Centre for Mass Communication Research at Leicester University, Simon taught in Sudan and Italy and worked as an Education Advisor for the Probation Service. Simon has researched and written widely about the sociology of journalism, news production, research methodology and different mediated conflicts including: inner city riots and demonstrations; 'race' and minority ethnicity; environment, 'risk society' and climate change; terrorism and war; and the Arab uprisings. His recent books are *Mediatized Conflict: Developments in Media and Conflict Studies* (Open University Press, 2006), *Global Crisis Reporting: Journalism in the Global Age* (Open University Press, 2009) and, with co-editor Libby Lester, *Transnational Protests and the Media* (Peter Lang 2011). He is currently writing, with colleagues, *Disasters and the Media* to be published later in 2011. He is the series editor of *Global Crises and Media*, a major new international series of 16 books commissioned by Peter Lang Publisher, New York.

Professor Jenny Kitzinger is Professor of Communications Research at the Cardiff School of Journalism, Media and Cultural Studies. Formerly Reader in Sociology at Brunel. Previously worked at the Glasgow Media Group and, before that, in Social and Political Sciences, Cambridge University. Professor Kitzinger's research is particularly concerned with questions of the media's role in shaping public understandings of controversial health and science issues. Her current interest is in catastrophic brain injuries, 'rights-to-die' debates and disability rights.

Professor Duncan Bloy joined JOMEC in 2003 and has responsibility for all the media law teaching within the School. He is a former Head of the University of Glamorgan Law School and during that period was an expert legal commentator for BBC radio in Wales. He is now a regular contributor to media law matters on BBC and ITV programmes in Wales. He has authored or co-authored 14 books the latest of which is the second edition of *Law and the Media* (2011) (With Sara Hadwin) (Sweet & Maxwell.) He has been member of the CNAALegal Studies Board, HEFCE's Quality Assurance Panel for Law and is currently an assessor for the British Accreditation Council. In addition to his media law work he has responsibility for overseeing the School's international work and will be co-Director of the MBA in Media Management commencing in September 2013.

Professor Bob Franklin Bob Franklin joined the Cardiff School as Professor of Journalism Studies in February 2005. He was formerly Professor of Media Communications and Director of Research in the Department of Journalism at the University of Sheffield: he has taught previously at the Universities of York, Northumbria, Keele, Leeds and Sheffield. He is founding and lead editor of *Journalism Studies* (and *Journalism Practice*) and co-editor of a new series of books to be published by Sage, entitled *Journalism Studies: Key Texts*. He is a member of various journal editorial boards including *Brazilian Journalism Review*, *Communication Issues*, *The Journal of Political Marketing* and *Social Semiotics*.

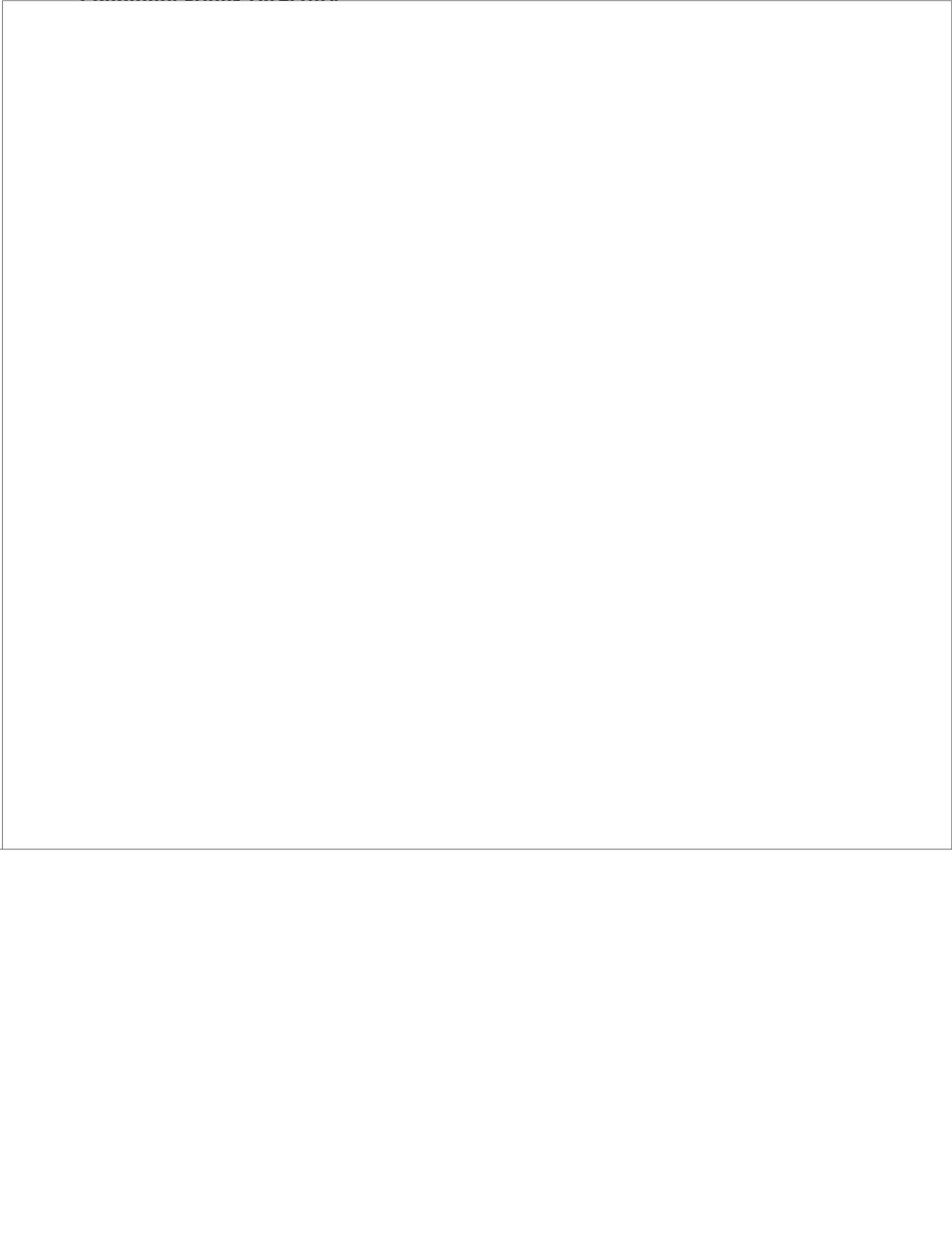
Professor Terry Threadgold is Professor of Communication and Cultural Studies and a Pro Vice Chancellor. Her research and teaching have covered a range of areas: critical discourse analysis, semiotics and media theory, performance studies, critical legal studies and feminist and cultural theory. Her most recent research has been on asylum, refugees and the media, gender and asylum and the embedding of journalists in Iraq 2003. Her report for the Joseph Rowntree Foundation on Migration and Social Cohesion in South Wales was published in 2008.

Academic, Professional and Research Staff Interests

Howard Barrell	Rhetoric and propaganda; Processes of reasoning underlying language usage and explanation in journalism; Political communication; The European Union; International Relations.
Jane Bentley	News and feature writing, magazine craft and production. Journalism Training.
Roz Bew	Professional Tutor, Broadcast Journalism in with a special interest in business and financial reporting.
Professor Duncan Bloy	Media Law. Director of International Development
Dr Paul Bowman	Cultural studies, cultural theory, discourse theory, popular culture, cultural politics, martial arts (film and practices), political theory, poststructuralism
Dr Cindy Carter	Children, news & citizenship; Feminist media studies and Journalism studies
Professor Simon Cottle	Global crises and media; reporting conflicts - urban disorders, protests, terrorism and war; reporting environment; disasters and the media; changing nature of news production; communicative democracy; globalization and media
Dr Stephen Cushion	Young people; Media & public opinion; Citizenship and democracy; Welsh politics;
Naomi Dunstan	Design and layout for magazine and newspaper, as well as web design for online.
David English	Newspaper journalism; Public administration; British local government; British politics and political parties; The regional press & the national press and Psephology
Professor Bob Franklin	The Future of Newspapers/Journalism Conferences. Journalism studies; Political communication; Local news media and Television policy
Emma Gilliam	Teaching: Radio and television production skills; newsgathering; newsroom management; Journalism; Writing for Broadcast/Research interests: Media convergence; Local and Regional media (UK and abroad); radio audience profiles;
Iñaki Garcia-Blanco	Media Law & Regulation and Freedom of Information.; Editorial Management
Sara Hadwin	Digital economy: the internet's implications for journalism, media, communications and the creative economy. Intellectual property and rights issues.
Dr Matt Hills	Cult media; Fan studies; Media fandom; Work on genre; Psychoanalytic theories of media consumption; Textual analysis; Audience/reception studies and Cultural theory
Tim Holmes	Magazine Journalism, Production Journalism, Magazine Feature Writing, the political economy of publishing, magazines in the digital age
Dr John Jewell	Journalism; Broadcasting History and Advertising, British Comedy and Class, War and Propaganda
Dr Sara Gwenllian Jones	Constructions, characteristics and uses of fictional worlds in cult television and computer games
Professor Jenny Kitzinger	Media in science, risk, health issues; Gender & sexual violence and Audience studies
Colin Larcombe	Development & application of newsroom technology to the role of the newsroom and the job of a journalist; Development of recording technology both audio & video for journalists, Broadcast journalism & documentary
Professor Justin Lewis	Public opinion; Policy, media & politics and Audiences
Marlene Lewis	Shorthand
Dr David Machin	Visual Communication including visual design, product rebranding and niche marketing. Use of language for manipulation. Use of sound and music in media to enhance or conceal.
Sharon Magill	Assists with the delivery of many postgraduate diploma and MA courses, including the Broadcast TV and Radio courses, by providing practical classroom and workshop support.
Dr Daniel Meadows	Methods of exploring the depth and range of photography archives through storytelling using multimedia
Kerry Moore	Political discourse of racism; Representations of asylum and National identity
Nick Mosdell	Journalism Safety / Casualties; Conflict reporting
Glyn Mottershead	Newspaper production, digital media, data journalism and Computer assisted reporting
Elliot Pill	International public relations, Celebrity, Sport, Public Relations, Industry
Verica Rugar	Journalism cultures, Media and diversity, East European media
Professor Richard Tait	War reporting, journalism and politics, broadcasting policy, political communications, journalist safety
Professor Terry Threadgold	Critical Discourse Analysis; Migration and social cohesion; Asylum and refugee studies and National Identity, ethnicity, gender & citizenship.
Dr Karin Wahl-Jorgensen	Journalism; Democracy; Citizenship and Journalism ethics, Political Communications, Social Movements, Activism

*Correct at time of printing

Cardiff School Of Journalism, Media And Cultural Studies
Communications Directory



Cardiff School Of Journalism, Media And Cultural Studies

Communications Directory (Cont.)

* Correct at time of printing

1e. Dates of Semesters

Session 2011/12

Enrolment week

Monday 26 September 2011 to Friday 30 September 2011

Autumn Semester

Start: Monday 3 October 2011

Finish: Sunday 29 January 2012

Spring Semester

Start: Monday 30 January 2012

Finish: Friday 15 June 2012

Easter recess

Start: Saturday 31 March 2012

Finish: Sunday 6 May 2012

*** MA/Diploma Semester dates vary slightly to those above. You will be informed of these on your arrival**

MA/Diploma Christmas Vacation:

17th December 2011 - 8th January 2012

MA/Diploma Autumn Examination Period: (subject to confirmation)

16th January 2011 – 20th January 2011

MA/Diploma Attachment Period: (subject to confirmation on arrival.)

2nd April 2012 – 4th May 2012

MA/Diploma Spring Examination Period:

14th May 2012 – 15th June 2012

MA Dissertation Project timetable – see Module MCT522 Handbook

1f. Locations

The Cardiff School of Journalism, Media and Cultural Studies is situated in the Bute Building. Your tutors, Library, pigeon-holes and notice-boards are located here, as well as the Birt Acres Cinema/Lecture Theatre. The School's Administrative and Technical staff are also located in the Bute Building.

You may need to attend some lectures in other buildings in the university – you will be given information about this on lecture handouts. The learning resources of the whole university, including libraries and computing services, are open to you.

1g. Bute Resource Centre

The Bute Library houses most of the books and academic journals needed for courses in the School. It also houses a good selection of newspapers and magazines. The Library is not just a book repository, however. It is home to study areas, computing and internet facilities accessible to students throughout its long opening hours. It boasts a friendly and helpful staff under the specialist direction of Bute Librarian Andrew Blackmore. An exhibition of South African photojournalism, originally curated to celebrate 25 years of journalism studies at Cardiff, is on permanent display along the Library corridors. Further library resources, including a large Humanities and Social Sciences collection, are available in other nearby buildings. The School has also embarked on a positive policy of specialist research acquisitions, centred on the Osman Collection.

The Osman Collection is named after Colin Osman, long-time Editor of Creative Camera. His collection of historic magazines, books, sound-recordings and photojournalism was acquired by the Tom Hopkinson Centre for Media Research to form the basis of its research archive. The collection includes complete runs of *Picture Post*, *Lilliput*, *Weekly Illustrated*, *Cavalcade*, and *The Sunday Times Colour Magazine* from its launch to the present day. It also houses documents from Mass Observation and early women's magazines to rare books and documents on the history of British photojournalism. The archive is an important component of JOMEC's research focus on popular visual journalism and democracy, and supports a variety of projects by both staff and PhD students.

1h. JOMEC Online Booking System

The department holds a range of equipment that, depending on your programme of study, you may use for your research and studies. All JOMEC students can log on to book equipment and production facilities.

To book an item, log on to the booking system at <http://connect2.jomec.cf.ac.uk/connect2> and reserve the equipment you wish to use. Then visit the technical office, with your student ID, to collect the equipment.

You must book any equipment you want to use in advance. Please do not come into the technical office without making a booking.

Full instructions on how to use the new booking system are displayed on the website, and it is very simple to use.

1i. External Examiners

Name	Workplace	Module
Ms Valery McConnell	Yours Magazine	Magazine Journalism
Ms Nicole Garnon	South Wales Argus	Newspaper Journalism
Mr Bill Turnbull	BBC	Broadcast Journalism
Mr Andy Dickinson	University of Central Lancashire	Online and Mobile Journalism
David Banks	University of Sunderland	Public Administration & Media Law

SECTION TWO - COURSE INFORMATION

MA/POSTGRADUATE DIPLOMAS AT THE CENTRE FOR JOURNALISM

2a. Introduction: by Professor Richard Tait, Director, Centre for Journalism

Since its foundation in 1970 as a centre for teaching newspaper journalism, the Cardiff Centre for Journalism has evolved to embrace broadcast journalism, magazine journalism and online journalism. Our courses continue to evolve to reflect rapid changes in the media industry, the practice of journalism and the employment market. Our aim is that you will lay the foundations for a broad range of skills needed to succeed in any type of journalism and communications work, whilst learning in much more depth about your chosen area of specialisation.

Although the bulk of your time will be spent working with tutors in your specialist area, there are significant parts of the course which are taken by all diploma students. These are Law for Journalists, Public Administration, Reporters and the Reported and Online Journalism.

I know that you will be kept very busy in the coming nine months. One of the very special qualities of Cardiff is the opportunity it provides to learn from people with an interest in all types of journalism and communications. The insights you get from that process will make you better at what you do and help to give you the maximum choices and the best possible start in your future career in a profession where the only certainty is continuous change.

I hope that you enjoy the course as much as we will enjoy teaching you.

RICHARD TAIT

2b. Welcome to the Broadcast Option

You are at the beginning of nine months of hard work that will turn you into a professional broadcast journalist. Something you can earn a living doing and make your career. Here are some thoughts on starting to think like a journalist right now, beginning with the most important, enjoy it - it isn't worth it if you don't!

Our aim is to equip you to compete effectively for any good entry-level job across the range of possibilities open to radio, television and online journalists in a rapidly changing work environment. Your aim should be high; have confidence in your abilities and never settle for second best, plan to make a mark in the industry in whatever field you follow.

The top broadcast journalist possesses a formidable combination of intellectual ability, knowledge, skills and experience. The first of these you should have already. So think of the period up to Christmas as a basic training in knowledge and skills and the session before you go on placement at Easter as the opportunity to consolidate and develop these skills and to begin to add the experience gained from production days to this skills base.

Your Radio and TV

You've probably heard of the term 'news junkie'. Whether or not it's intended to be a term of abuse, it's not a bad thing for a broadcast journalist to be - at least in the early stages of your career. It means you must consume all forms of news output, not only online but read newspapers, listen to the radio, watch TV news and current affairs regularly and avidly. You have a way above average grasp of what's going on in the country and the world, you have a wide-ranging curiosity about the 'who' the 'how' and the 'why' of things, you begin to treat your interests - music, sport, whatever - not just as interests but as sources of news.

In addition, start reading, viewing and particularly, listening professionally. In a few, short months you are going to be trying to earn your living doing what you hear others doing now. Do the profession the courtesy of believing it has something to teach you in addition to what you'll learn with us. We can help, advise, guide. But there are no magic bullets that will turn you into a great broadcast journalist. That will come from you listening widely and comparing your performance with that of others. With a bit of luck, and a lot of hard work, by next June you'll be ready to join them.

The Patch

Get to know the patch. For the next nine months you'll be working as a journalist in Cardiff. After that you'll probably be going after a job in another unfamiliar British city. Your potential employer will expect you to know quite a lot about the place. So start right now. Read the Echo and the Western Mail, listen to local radio, talk to people. Walk around the place, find out where things are, what people do, who they talk about. Everything that happens in this city concerns you now. And don't forget the towns and country round Cardiff. The broadcast patch runs from Bridgend to Merthyr to Newport. Drive yourself or persuade a colleague with a car to take you for a drive around one weekend. Failing that there's a very reasonably priced day ticket on the Arriva Trains Wales. You can see a lot of the places you'll soon be reporting on that way.

Ideas

Newsrooms thrive on ideas, ideas for stories, ideas for follow-ups. Journalists who regularly have good ideas get noticed. Begin to have ideas yourself right now. Treat every day from now on as though you were coming into a morning news meeting out to impress the news editor. After the first few weeks of this term every time we meet as the broadcast group the first ten or fifteen minutes will be spent discussing your ideas. You've been warned!

Equipment

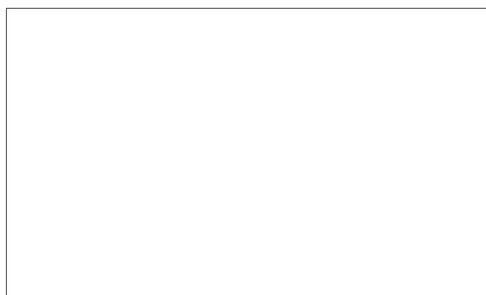
Over the year you will be using a lot of expensive equipment. It is all of professional standard, designed for hard use, but not abuse - so look after it. You will book equipment out online, when you take equipment out of the building guard it as if it were your own. Once in your possession it's your responsibility, do not pass it on for someone else to use.

If you find something is faulty, report it to engineering as soon as you can. **Please don't attempt DIY repairs.**

Telephones

The main university telephone number is Cardiff (029) 2087 4000. University telephone extensions may be directly dialled from outside the University by adding '2087' to the front of the number. Telephones, fax and photocopier are here for authorised use in connection with your course work only. Please do not abuse them. Important phone numbers are:

Newsroom	
Newsroom Fax	
Emma Gilliam	Room 1.23
Colin Larcombe	Room 1.25
Ros Bew	Room 1.35
Radio Studio	
News booth	
Engineering	Room 0.18
JOMEK Reception	Room 0.03



The best number to have as an emergency contact number is the MA/Diploma administrator on (029) 20870647.

Safety

Broadcasting is an increasingly safety conscious industry. So heed any safety instructions you may be given. From the start pay attention to the following:

Make a mental note of all the emergency exits from the building.

There is a First Aid Kit in the broadcast newsroom, which is room 0.17.

Listening at high sound levels, particularly through headphones, can damage your hearing. Look after your ears!

Use equipment sensibly, take care with cables; be especially careful when working with the public or in public places.

However well qualified you may think yourself, do not attempt unauthorised connections, repairs etc.

Voice Coaching

Your voice coach is Jenni Mills. Jenni is a broadcaster, writer and trainer. She has worked in both radio and television, local and national, as a reporter, presenter and producer for over twenty years. She has been voice coaching since 1989, when she became part of the team of speech advisors with the BBC's Radio Training Unit in London.

Today broadcast journalists are expected to be 'vocal'. Delivering a script to microphone or camera is a specialised skill which most people need to be taught. Very few are able to do it naturally at first, and even they will benefit from coaching. What I aim to give you is a basis from which you can continue to work during the course, and afterwards. You are encouraged to see the individual sessions as only a beginning - you must also practise on your own if you are to achieve the full benefit.

You are given an introductory lecture which introduces you to the principles of using your voice as a broadcaster. We cover the different stylistic requirements of different networks, and discuss to what extent regional accents matter. I aim to develop your ear as well as your voice. Each of you will be given a minimum of two individual fifty-minute sessions. What happens in these sessions is tailored to your individual needs. The intention is to help you discover and develop your natural voice, rather than to modify accents or teach Received Pronunciation. The coaching falls broadly into two areas:

The use of the body to improve the actual sound of the voice. Where necessary you will be shown breathing and relaxation techniques. Many inexperienced broadcasters tend to use an unnatural pitch in front of the microphone, so we'll try to help you discover your real voice, rather than artificially change it.

Interpretation of scripted material. Here we look at various techniques to enable you to get the meaning across, and the correct use of stress, pace and inflections. Working with

a microphone requires a very precise amount of projection, and we discuss various techniques - physical and mental - to enable you to achieve a warm, relaxed, natural sound.

Cymraeg

Fel rhan o'r cwrs newyddiaduraeth ddarlledu cynigir cyfle i fyfyrwyr ddilyn cyfres o sesiynnau yn canolbwyntio ar ysgrifennu a darlledu newyddion trwy gyfrwng y Gymraeg. Dros gyfnod o chwech wythnos caiff myfyrwyr eu cyflwyno i nodweddion ac anghenion ysgrifennu newyddion o bob math ar gyfer cynulleidfa Gymraeg. Gan ddechrau gyda sgiliau ysgrifennu a darlledu bwletinau, mae'r sesiynnau yn ddatblygu i gynnwys ymarfer gwahanol ddulliau o drosglwyddo newyddion i wrandawyr radio a gwylwyr teledu.

The broadcast journalism course offers students the opportunity to follow a series of sessions aimed at writing and broadcasting news through the medium of Welsh. Over a period of six weeks students are given an introduction to the needs and characteristics of writing and broadcasting to a Welsh language audience. Starting with the basic skills of writing and broadcasting bulletins, the sessions develop to cover all aspects of presenting news to radio listeners and television viewers.

CONTINUOUS ASSESSMENT

Now for a bit more information about the continuous assessment and how your practical work will be marked.

Today's broadcast journalist is required to be 'multi-skilled' and to work to a brief with minimal supervision, often 'live'.

Thus emphasis is placed on students' ability to demonstrate:

Sound editorial judgement, good use of language (English or Welsh) and awareness of the importance of agreed deadlines.

Good research leading to a thorough, accurate and balanced understanding of the story or issue.

Effective use of the medium of radio, television or online derived from a developed understanding of its technology, grammar and possibilities.

Where appropriate, high standards of team working and/or leadership.

Work is assessed from the point of view of a news editor making a judgement about the broadcastability of your work. Our judgement is whether your work can be broadcast immediately or does it require alteration and if so by how much does it need changing. Look at the Individual module outlines for the scale of marking.

After the first few weeks of semester one, much, but by no means all, of your practical work will be subject to continuous assessment. If we are doing our job properly you should always be aware of what is being assessed and what isn't (not that that should make any difference!). Your marks are all collected together on-line so that you can look at them at anytime.

You will get a review of how you are doing at the end of semester one and again at the end of semester two.

External Examiner for the Broadcast option

Your external examiner is Bill Turnbull. Bill Turnbull first joined BBC Breakfast as a reporter in 1988, and has been a presenter on the programme since 2001. He has filed many stories for the programme from around Britain and Europe, including the Lockerbie disaster and the Romanian Revolution of 1989. As a News Correspondent, Bill has covered everything from presidential elections to street riots in more than 30 countries. For four years he was the BBC's Washington Correspondent - which included a rain drenched appearance on Breakfast, live in the middle of a Florida hurricane. He's also been a regular presenter of BBC News 24 and Radio Five Live, before joining the Breakfast presenting team full time.

SHORTHAND

We offer the broadcast group shorthand and expect you to reach 80 words per minute by Christmas. Passing shorthand is not a requirement of the course or the BJTC the validating body for broadcast journalism courses in the UK. However since the School provides shorthand what an extra skill it is to acquire when you are here. The formal sessions happen every week day between 0900 and 1100. Graded teaching materials are available to build up speeds outside the formal sessions.

EASTER WORK PLACEMENTS

Each of you is required to do a work placement on a radio or TV station of your choice. Placements will take place across the Easter period.

The placements are important; they are the opportunity to put into practice the skills you have acquired, to prove to yourself you really can do the job, and, not unimportantly, they can lead to paid freelance or even permanent work. Do not arrange placements yourself – we will start to discuss with you where you would like to go on placement shortly after the course begins.

After the work experience placements, all students complete the final pieces of coursework and take the final practical journalism exams for this stage of the course. For Diploma students this is the end of the course, for those students wishing to continue with the MA they have until September to complete their Dissertation Projects.

If you wish to take the opportunity of the employment window over the summer you can decide to complete your MA within 3 years of finishing the Diploma.

GROUND RULES

If ill, phone first thing in the morning to the Course Administrator (Tel: 20870647) to ensure that the lecturers are informed.

Phones in the newsroom and studio areas are for use during assignments and Production Days. **They must not be used for personal calls.**

The course is accredited by the Broadcast Journalism Training Council (BJTC)

It might seem a long way off now, but the end of the course will be here before you know it. Make the most of every second so work hard and enjoy it.

Colin



2c. Regulations For The Modular Programme Of Study Leading To The Postgraduate Diploma In Journalism

(for MA in Journalism regulations see section 2d.)

General

These regulations shall be read in conjunction with and conform to the Senate Regulations for Taught Postgraduate Programmes of Study – Modular Programmes.

Entry requirements

Candidates applying for the Postgraduate Diploma in Journalism should normally hold a degree of at least lower second class honours standard, awarded by a recognised university (or its equivalent). However, this requirement may be waived for candidates over 25 years of age who have a minimum of 7 years professional experience within the industry. Overseas applicants will normally be required to have an IELTS score of 7.0 in all aspects of the IELTS test.

Structure of the programme

Candidates shall attend for a minimum of nine months (two consecutive semesters) full-time attendance beginning in the Autumn semester and study modules to the value of 120 credits

Programme of study

The Programme of Study shall comprise the modules detailed in the relevant Module Timetable which shall be deemed to form part of these regulations.

In addition all students pursuing the Newspaper option are required to undertake a course of study in shorthand. This is optional for Broadcast and Magazine students.

All students are required to spend a period of attachment to relevant professional media before the Diploma can be awarded. This is normally during the Easter vacation.

Assessment

Assessment shall be conducted in accordance with the Cardiff University Senate Assessment Regulations for Taught Programmes of Study.

The method of assessment for each module shall be determined by the School Board upon the recommendation of the Board of Studies and shall be specified in the Module Outline.

Award Of Qualification

To be considered for an award, a student shall be required to have satisfied the criteria detailed in Senate Regulations for Postgraduate Taught Programmes of Study – Modular Programmes.

The award of the qualification with distinction shall be determined by the final Examining Board in accordance with the Senate Regulations for Postgraduate Taught Programmes of Study – Modular Programmes.

The award of the qualification shall be determined in accordance with the procedures described in Senate Regulations for Postgraduate Taught Programmes of Study – Modular Programmes and shall be based upon the performance of each students in the modules specified in the Module Timetable.

For the purpose of the calculation of Distinction, modules shall be weighted in accordance with their credit ratings as shown in the Module Timetable.

A student who fails to qualify for the award shall be dealt with in accordance with Senate Regulations for Modular Postgraduate Programmes of Study

**MODULE TIMETABLE
2011-12 ACADEMIC SESSION**

Title of Scheme of Study:	MA/Pg Dip Journalism: Broadcast Option
Mode of Study:	Full Time
Stage:	1

STRUCTURE

In the Autumn Semester, Candidates shall be required to pursue: All modules in Group 1, marked Autumn All modules in Group 2 for their platform, marked Autumn	In the Spring Semester, Candidates shall be required to pursue: All modules in Group 1, marked Spring All modules in Group 2 for their platform, marked Spring
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MODULES

Group 1: Core Modules

Module Code:	Title:	Level:	Assessment	Credit:	Semester:
MCT 516	Media Law	M	CW/EXSP	10	Autumn and Spring
MCT 507	Online and mobile journalism	M	CW	10	Autumn
MCT 508	Public administration	M	EXAU/EXSP	10	Autumn and Spring
MCT 509	Reporters and the Reported	M	CW	10	Autumn

Group 2: Platform-specific modules - Broadcast

Module Code:	Title:	Level:	Assessment	Credit:	Semester:
MCT 510	Broadcast news reporting and production	M	CW/PW	40	Autumn and Spring
MCT 511	Broadcast journalism	M	PCEX	40	Autumn and Spring

Module Code:	MCT511		
Module Title:	BROADCAST JOURNALISM		
Module Tutors:	COLIN LARCOMBE, EMMA GILLIAM, ROS BEW		
Semester:	AUTUMN AND SPRING	Credit Value:	40

Schemes Of Study For Which This Module Is Compulsory:
Title of Scheme: MA/Pg Dip Journalism - Broadcast

Aims Of The Module:
The aims of Broadcast journalism are:
<ul style="list-style-type: none"> to give students an understanding of good journalism and its processes; to develop in them the practical ability to produce good journalism and, so, to perform creditably in any quality news environment

Learning Outcomes Of The Module:
Knowledge and understanding:
By the end of the module, students should:
<ul style="list-style-type: none"> know how to adapt news values to the requirements of different audiences and markets; understand the need to achieve clarity and precision in the use of language and images, and the techniques by which this can be achieved understand the role of a broadcast news reporter
Intellectual skills:
At the end of the module, students should be able to:
<ul style="list-style-type: none"> communicate facts, figures, opinions and judgments, using words and/or images, in a way that is clear, precise, readily accessible and attractive to a specific audience; and examine journalistic practice critically.
Discipline specific (including practical) skills:
<ul style="list-style-type: none"> mastery of a brief eliciting accurate and pertinent material from interviews logical, confident and fluent articulation of information in words and pictures news sense (story selection and order and the way you treat each story) news production and presentation skills (the way the thing sounds/looks) using actuality effectively produce television reports using pictures and natural sound

Methods Of Teaching And Learning:
<ul style="list-style-type: none"> Workshops; lectures; discussion; reporting and other news production assignments.

Assessment:	
A >70	This grade represents an outstanding piece of journalism which can be broadcast as it stands or with very minor, cosmetic alterations. It is effectively researched, well structured using a well-judged range of sources and contributors, appropriate to its target audience and uses the medium of radio or television with skill and understanding.
B 60-70	This grade represents journalism of a good professional standard which can be broadcast without serious embarrassment to the broadcasting station. Ideally it requires moderate revision. Students should achieve this standard in their final practical examinations.

C 50-60	This grade represents work which is unsatisfactory and should not be broadcast as it stands. Students have displayed an understanding of the brief but have not executed it adequately. Much revision and guidance is needed to meet an acceptable standard.
D <50	This grade recognises work which is unbroadcastable. It has failed to satisfy the brief, is extremely poor in execution showing little understanding of the medium or poor research or technique. Serious ethical, legal or avoidable technical problems may cause an otherwise satisfactory piece of work to fall into this category.

Methods of Summative Assessment (Broadcast):

The methods of assessment of a module should be completed in the following table:

Type	% Contribution	Title	Deadline	Length
CT	20	Bulletin	June 2012	Three-minute radio bulletin
CT	20	Handout	June 2012	45 sec radio voicer
CT	20	Interview – face-to-face interview	June 2012	90 sec radio report
CT	20	Television – edit report from material supplied	June 2012	60 sec TV report
CT	20	Television 2 way – research and interview	June 2012	3 minutes

Syllabus Content:

Students develop individual reporting skills in radio and television formats

- Researching, interviewing, writing and compiling copy and longer features to a brief and to agreed deadlines.
- How to tell a story visually and to shoot, edit and write a commentary for that story.
- Generating original story ideas.
- The audience, news sense, writing for the ear, accuracy, balance, the importance of the intro, signposting, clarity and directness.
- Immediacy, up-dates, the running story.
- Sources of news, the role of the reporter, contacts, courts, councils, working a patch.
- Types of interview, interview techniques for radio and TV, use of the phone, phone manner.

Indicative Reading List:

Radio and Television Practice

BBC (2005), Editorial Guidelines, BBC
 (Also available online: www.bbc.co.uk/guidelines/editorialguidelines)
 Bernard, Sheila (2003), Documentary Storytelling for Film and Videomakers, Focal
 Boyd, Andrew, Stewart, Peter and Alexander, Ray (2008), Broadcast Journalism (6th edition), Focal
 Chater, Kathy (2001), Research for Media Production, Focal
 Freedman, Wayne (2003), It Takes more than Good Looks... , Bonus Books
 Hicks, Wynford (1998), English for Journalists, Routledge
 The Economist, (2005) Style Guide, Economist Books
 Mills, Jenni (2004), The Broadcast Voice, Focal
 Rabinger, Michael (2004) Directing the Documentary, Focal
 Ray, Vin (2003), The Television News Handbook, Macmillan
 Yorke, Ivor & Alexander, Ray (2000), Television News (4th edition), Focal
 Hudson, Gary & Rowlands, Sarah (2007), The Broadcast Journalism Handbook, Longman
 McLeish, Robert (1999), Radio Production (4th edition), Focal
 Geller, Valerie (2007), Creating Powerful Radio, Focal
 Kern, J (2008) Sound Reporting: The NPR Guide to Audio Journalism and Production, Chicago University Press.

Personal Development Planning:

Progress on the module is discussed at fortnightly one-to-one tutorials with personal tutor.
Employability is further developed through work placements, networking opportunities with visiting speakers, support with job search, CV writing and interview skills.
Team working skills are enhanced through collaborative production of radio and television output

Module Code:	MCT510		
Module Title:	BROADCAST NEWS REPORTING AND PRODUCTION		
Module Tutors:	COLIN LARCOMBE, EMMA GILLIAM, ROS BEW		
Semester:	AUTUMN AND SPRING	Credit Value:	40

Schemes Of Study For Which This Module Is Compulsory:
Title of Scheme:
MA/PgDip Journalism - Broadcast

Aims Of The Module:
Our aim is to equip you to compete effectively for any good entry-level job across the range of possibilities open to radio and television journalists in a rapidly changing work environment.
The aims of Broadcast news reporting and production are:

- to give students an understanding of good journalism and its processes;
- to develop in them the practical ability to produce good broadcast journalism in a multi skilled environment and, so, to perform creditably in any quality news environment;
- to help students develop the critical independence and journalistic skills to report on, and engage with, the events and issues of the day to the highest professional and ethical standards

Learning Outcomes Of The Module:
Knowledge and understanding:
By the end of the module, students should:

- have developed a professional "news sense" and the ability to examine the assumptions underlying it;
- know how to adapt news values to the requirements of different audiences and markets;
- understand the need to achieve clarity and precision in the use of language and images, and the techniques by which this can be achieved;
- understand how to use standard broadcast software packages and hardware, and be confident about their ability to learn how to use variants

Intellectual skills:
By the end of the module students should be able to:

- communicate facts, figures, opinions and judgements, using words and images, in a way that is clear, precise, readily accessible and attractive to a specific audience; and
- examine journalistic practice critically.

Discipline specific (including practical) skills:
Today's broadcast journalist is required to be multi-skilled and to work to a brief with minimal supervision, often live.
By the end of the module students should be able to demonstrate

- Sound editorial judgment, effective use of language (English or Welsh) and awareness of the importance of agreed deadlines.
- Good research leading to a thorough, accurate and balanced understanding of the story or issue.
- Effective use of the medium of radio or television derived from a developed understanding of its technology, grammar and possibilities.
- Intro writing, logical story development, objectivity and balance

Methods Of Teaching And Learning:

- Workshops; lectures; discussions; guest speakers; reporting and other news production assignments

Assessment:

Grades reflect the quality of work as it would be assessed in a broadcast newsroom.

A >70	This grade represents an outstanding piece of journalism which can be broadcast as it stands or with very minor, cosmetic alterations. It is effectively researched, well structured using a well-judged range of sources and contributors, appropriate to its target audience and uses the medium of radio or television with skill and understanding.
B 60-70	This grade represents journalism of a good professional standard which can be broadcast without serious embarrassment to the broadcasting station. Ideally it requires moderate revision. Students should achieve this standard in their final practical examinations.
C 50-60	This grade represents work which is unsatisfactory and should not be broadcast as it stands. Students have displayed an understanding of the brief but have not executed it adequately. Much revision and guidance is needed to meet an acceptable standard.
D <50	This grade recognises work which is unbroadcastable. It has failed to satisfy the brief, is extremely poor in execution showing little understanding of the medium or poor research or technique. Serious ethical, legal or avoidable technical problems may cause an otherwise satisfactory piece of work to fall into this category.

Methods of Summative Assessment

The methods of assessment of a module should be completed in the following table:

Type	% Contribution	Title	Deadline	Word Length
CW	60	Continuous assessment of newsgathering, reporting, radio and television skills, team leadership	Throughout	
CW	40	Production portfolio	May 2012	

Syllabus Content:

Radio

News writing, production and presentation

Writing, compiling from external sources, ordering and presenting news bulletins in a variety of styles and for a variety of outputs to regular deadlines. Mastery in the operation of studio and other equipment. Blending the work of many student journalists into a harmonious and balanced whole.

Television

As for radio, plus the effective choice and editing of pictures and of writing to those pictures to make good television.

A reasonable standard of operational competence in the use of television studio equipment.

Extended television report: Working in pairs and under close supervision, all students get the opportunity to take a week to research, storyboard, shoot and edit a longer (three-minute) piece of television.

Online /Multimedia

Writing, subbing or reversioning copy for different media platforms or purposes.

Leadership and Management

All students will get the opportunity to display team leadership skills in either editorial or programme production roles for both radio and television. Key qualities encouraged are: editorial judgment, generation of story and programme ideas, management and 'people' skills under often stressful production conditions.

Specifically

The Newsroom or Production Office

Broadcast computer systems, wire services.

News values, objectivity and impartiality, bias, ethics, codes of conduct.

The public service and the commercial broadcaster.

Contacts books, note books, news diaries, paperwork.

Roles in the production team, teamwork.

The editorial conference, ideas and how to sell them.

Resources and budgets.

Bulletin building, programme making.

Radio

Sound, microphones, acoustics and balance.

Developing audio awareness - 'radio ears'.

Portable recorders, digital formats and editing.

Actuality, voice reports and packages.

Link writing, developing a style, the extended feature.

Studio operations, self-operating a bulletin and a longer programme sequence.

Television

Technical basics. Operating the camera, essentials of composition, framing etc. Sound, choice of microphones, use of natural sound.

Constructing a visual sequence. Non-linear editing on computer. Graphics. Studio operations.

Writing for television - why TV is not radio. Basic TV grammar. Writing to still sequences and pre-cut pictures. Telling a story in pictures.

Cutting the pictures first vs. laying the voice track first.

Working in pairs, shoot and edit two contrasting news reports.

Working 'on camera'; studio presentation, stand-ups.

Online

Being able to use a content management system for the production of web content. To shoot for the web and to record sound. The capture and use of stills, video and graphics to improve the telling of the story and the design of the page.

Performance

Voice training - getting the best out of yourself.

Assessing and directing colleagues and contributors - getting the best out of others.

Studio production.

Production values for bulletins, news programmes and features.

Leading a team.

Critical listening and viewing

An opportunity to listen to and discuss a range of speech radio and television news output both local and national and to assess the effectiveness of differing techniques, structures or editorial objectives.

Indicative Reading List:

General

Allen, Craig M (2001) *News is People*, Iowa University Press, 2001
 Curran, James & Seaton, Jean (2003) *Power without Responsibility* (6th edition), Routledge
 Engel, Matthew (1996) *Tickle the Public*, Indigo
 Hargreaves, Ian (2003) *Journalism: Truth or Dare*, OUP
 (For those likely to want to work in Wales)
 Davies, John (1994) *Broadcasting and the BBC in Wales*, BBC
 Davies, Nick (2008) *Flat Earth News*, Chatto and Windus
 Peston, Robert (2008) *Who Runs Britain? How Britain's Elite are changing our lives*, Hodder and Stoughton
 Brummer, Alex (2009) *The Crunch: How Greed and Incompetence Sparked the Credit Crisis*, Random House Business Books
 Beckett, Charlie (2008) *Supermedia Saving Journalism So It Can Save the World*, WileyBlackwell
 The Economist, (2005) *Style Guide*, Economist Books
 Rosenberg, Howard & Feldman, Charles (2008) *No Time to Think: The Menace of Media Speed and the 24-hour News Cycle*, Continuum International Publishing Group Ltd
 Brett, Michael (2003) *How to Read the Financial Pages*, Random House Business Books; New ed of 5 Revised edition
 Collin, P.H & Joliffe, A (2001) *Dictionary of Accounting: Over 10,000 Terms Clearly Defined*, Peter Collin Publishing Ltd; 2Rev Ed edition
 Spark, David (1999) *Investigative Reporting: A study in technique*, Focal Press
 Harford, Tim (2007) *The Undercover Economist*, Abacus

Useful Autobiographies

Marr, Andrew (2004) *My Trade*, Macmillan,
 Simpson, John (1999) *Strange Places, Questionable People*, Pan paperback
 Simpson, John (2002) *News From No Man's Land: Reporting the World*, Macmillan
 Simpson, John (2008) *Not Quite World's End: A Traveller's Tales*, Pan Books
 Bell, Martin (1995) *In Harm's Way*, Hamish Hamilton
 Sergeant, John (2002) *Give Me Ten Seconds*, Pan
 Snow, Jon (2005) *Shooting History: A Personal Journey*, Harper Perennial
 Buerk, Michael (2005) *The Road Taken*, Arrow Books
 Dyke, Greg (2005) *Inside Story*, Harper Perennial
 Clifford, Max (2006) *Read All About It*, Virgin Books
 Leslie, Ann (2008) *Killing My Own Snakes: A Memoir*, Macmillan
 Adie, Kate (2003) *The Kindness of Strangers*, Headline
 Grant, Tony (ed) (2005) *From Our Own Correspondent*, Profile Books
 Grant, Tony (ed) (2008) *More From Our Own Correspondent*, Profile Books
 di Giovanni, Janine (2006) *The Place at the End of the World: Stories from the Frontline*, Bloomsbury Publishing

Radio and Television Practice

BBC (2005), *Editorial Guidelines*, BBC
 (Also available online: www.bbc.co.uk/guidelines/editorialguidelines)
 Bernard, Sheila (2003), *Documentary Storytelling for Film and Videomakers*, Focal
 Boyd, Andrew, Stewart, Peter and Alexander, Ray (2008), *Broadcast Journalism* (6th edition), Focal
 Chater, Kathy (2001), *Research for Media Production*, Focal
 Freedman, Wayne (2003), *It Takes more than Good Looks...*, Bonus Books
 Hicks, Wynford (1998), *English for Journalists*, Routledge
 The Economist, (2005) *Style Guide*, Economist Books
 Mills, Jenni (2004), *The Broadcast Voice*, Focal
 Rabinger, Michael (2004) *Directing the Documentary*, Focal
 Ray, Vin (2003), *The Television News Handbook*, Macmillan
 Yorke, Ivor & Alexander, Ray (2000), *Television News* (4th edition), Focal
 Hudson, Gary & Rowlands, Sarah (2007), *The Broadcast Journalism Handbook*, Longman
 McLeish, Robert (1999), *Radio Production* (4th edition), Focal
 Geller, Valerie (2007), *Creating Powerful Radio*, Focal
 Kern, J (2008) *Sound Reporting: The NPR Guide to Audio Journalism and Production*, Chicago

Weblinks:

www.independentproducerhandbook.co.uk
www.bbctraining.com/styleguide.asp
www.channel4.com/news/snowmail
www.blogs.guardian.co.uk/greenslade

www.bbc.co.uk/blogs
www.guardian.co.uk/media

Personal Development Planning:

Progress on the module is discussed at fortnightly one-to-one tutorials with personal tutor.
Employability is further developed through work placements, networking opportunities with visiting speakers, support with job search, CV writing and interview skills.
Team working skills are enhanced through collaborative production of radio and television output

Module Code:	MCT516		
Module Title:	MEDIA LAW		
Module Tutor:	DUNCAN BLOY		
Semester:	AUTUMN AND SPRING	Credit Value:	10

Scheme of study for which this module is compulsory:
TITLE OF SCHEME:
 MA JOURNALISM

Aims Of The Module:
 To provide an appreciation of the English legal system as the contextual environment in which the media operates. Students will also be introduced to important elements of European Human Rights jurisprudence. Relevant statutory and case law material will be explained and students will be expected to carry out basic research to access this information.

Learning Outcomes Of The Module:
 On completion of the module a student should have:

1. Knowledge and understanding: knowledge of the legal context in which the media has to operate
2. Intellectual skills: enhanced analytical, research and communications skills.
3. Discipline specific skills: increased confidence to challenge assumptions particularly about freedom of expression. Ability to weigh legal risks when working as a journalist.
4. Transferable skills: Increased interpersonal and communication skills.

Methods Of Teaching And Learning:
 The module will be conducted on a 'workshop' basis in preference to a formal lecture style. The sessions will be interactive and students are expected to participate in discussions and analysis of legal and journalistic/broadcasting issues. Workshops are platform specific, tailored to newspaper, magazine and broadcast journalists.

Assessment:
 One piece of assessed coursework (with a word limit of 2,000) to be submitted by the end of the module. A choice of topics will be given and will reflect current issues facing journalists. The coursework is designed to assess research and analytical skills and ability to identify correctly the legal issues that may either enhance or restrict journalists' ability to carry out their functions. Coursework and exams are tailored to the range of journalism platforms covered with appropriate choices for newspaper, magazine and broadcast students. To work as a journalist, a student needs to have retained this legal information and be able to apply it in live situations. An exam format is well suited for testing the scope of the student's knowledge and powers of critical analysis to apply this to a range of issues and scenarios.

Methods of Summative Assessment:				
Type	% Contribution	Title	Deadline	Word Length
CW	30	Essay on topical legal issue relevant to working journalists	April 2012	2,000
Exam	70	Media Law	May 2012	2 hours

Syllabus Content:

- 1) Introduction to the legal system
- 2) Freedom of expression and the public interest
- 3) Law relating to defamation
- 4) Criminal and Civil Reporting restrictions and their consequences
- 5) Contempt of Court
- 6) Human Rights: Article 8 v Article 10.
- 7) Privacy
- 8) Media regulation
- 9) Protection of journalists' sources.
- 10) Intellectual Property: Copyright, Image Rights and Trademarks.
- 11) Reflections: The future relationship between the legal process and the journalist

There will undoubtedly be new issues for discussion raised by court decisions or new legislation and in the interests of topicality, time will be found to integrate them into the course.

Indicative Reading List:

Hadwin, Sara & Bloy, Duncan (2011) **Law and the Media**, Sweet & Maxwell (Second Edition).

Carey, Peter et al (2010) **Media Law**, Sweet & Maxwell

Greenwood, Walter; Welsh, Tom and Banks, David (2011) **MacNae's Essential Law for Journalists (21st edition)**, Oxford University Press.

Robertson & Nicol (2008) **Media Law (5th Edition)**, Penguin.

Personal Development Planning:

Progress on all modules is discussed in fortnightly one-to-one tutorials with personal tutors.

Students are made aware that the understanding and application of media law are key to employability.

Module Code:	MCT508		
Module Title:	PUBLIC ADMINISTRATION		
Module Tutor:	DAVID ENGLISH		
Semester:	AUTUMN AND SPRING	Credit Value:	10

Scheme of study for which this module is compulsory:
TITLE OF SCHEME:
PGDIP JOURNALISM

Aims Of The Module:
 To provide an appreciation of the structure and working of public administration in England/Wales at local government and national government level as the contextual environment in which the media operates. Students will also be introduced to important elements of the European Union. Relevant statutory material will be explained and students will be expected to carry out basic research to access and contextualise this information.
 The main emphasis of the course is to teach what operational journalists need to know, such as which department to approach for balancing comments and how to penetrate bureaucracy and officialese.

Learning Outcomes Of The Module:
 On completion of the module a student should have:

1. Knowledge and understanding: gained knowledge of the public administration context in which the media has to operate
2. Intellectual skills: enhanced analytical, research and communications skills.
3. Discipline specific skills: increased confidence to illicit information from public bodies in pursuit of stories
4. Transferable skills: improved ability to synthesise theory and practice.

Methods Of Teaching And Learning:
 The module will be conducted in a formal lecture style. Learning will be developed through personal research, use of online resources, attendance at council meetings, monitoring of associated media coverage and application through the practical modules in the programme.

Assessment:
 Exams will be used to establish knowledge of the structure and workings of local and national government and institutions, together with current applications. The autumn programme and exam focus on local government for England and Wales. The spring programme and exam focus on national administrative bodies for England and Wales. To work as a journalist, a student needs to have retained this information and be able to apply it across a range of administrative bodies and in live situations. An exam format is well suited for testing the scope of the student’s knowledge and powers of critical analysis to apply this to various issues and scenarios.

Methods of Summative Assessment:				
Type	% Contribution	Title	Deadline	Word Length
Exam	50	Public administration: Local government	Jan 2012	90 minutes
Exam	50	Public administration: National government and institutions	May 2012	90 minutes

Syllabus Content:

Local Government

- i) The structure of Local Government and responsibilities of each tier. The 1996 reorganisation as it affects England and Wales. The Welsh political map, particularly Cardiff County Council.
- ii) The Public Bodies (Admissions to Meetings) Acts and general rights of the Press to local authority information under the Freedom of Information legislation - some case law on the matter.
- iii) The council structure. The role of officers. The role of councillors. Standing orders. Corporate Management. Particular emphasis is placed on the ways in which officers with specialist technical knowledge can influence the decision-making process of elected members. The Party Caucus. The Cabinet option.
- iv) The Commissioners for local government; scope of their powers and a look at some cases.
- v) Central control of Local Government; administrative, financial and judicial. Is Local Government local any more?
- vi) Finance - historical perspective - rates and poll tax; the council tax
- vii) London Government: the abolition of the GLC and subsequent government.
- viii) Public participation in the planning process: Structure Plans. Local Plans and Skeffington.
- ix) Housing: homelessness. Tenancy Acts
- x) Devolution: The Welsh Assembly. Regional Government.

Central Government

- a) The British Constitution and the alleged separation of powers.
- b) The Executive: Cabinet government, collective responsibility and the powers of the Prime Minister.
- c) The Legislature:
 - i) Passage of the Bill through Parliament
 - ii) Role of Backbench MPs
 - iii) The House of Lords and reform plans
 - iv) Analysis of the system: Is it efficient? Do backbenchers really have any power?
- d) The Monarchy: the role, power and influence of the monarchy in the Constitution. The role in the event of a hung parliament.
- e) Elections and Party organisations: qualification for voting, candidacy, the selection process and the election process. Electoral Law.
- f) The Department of Work & Pensions (formerly the Benefits Agency), benefits and appeals and procedures
- g) The EEC and its administrative structure:
 - i) The Commission
 - ii) The Council of Ministers
 - iii) The Parliament and composition
- h) The Home Office and the police; responsibilities, funding, democratic control.
- i) The parliamentary and NHS Commissioner; scope of powers and methods through which they can be approached.
- j) The role and responsibilities of major Government departments:
 - i) The administrative structure of the NHS
 - ii) DES
 - iii) Environment

Personal Development Planning:

Progress is discussed at fortnightly one-to-one tutorials with personal tutor.

Module Code:	MCT 509		
Module Title:	REPORTERS AND THE REPORTED		
Module Tutor:	RICHARD TAIT		
Semester:	AUTUMN	Credit Value:	10

Scheme of study for which this module is compulsory:
Title of Scheme: PgDip Journalism

Aims Of The Module:
 To give the students a detailed understanding of the relationship between the media and society and to examine the main issues facing the media in the UK today, together with lectures on ethics and case studies looking at current journalistic issues from the perspectives of leading professionals as well as bringing the students up to date with the latest relevant research into journalism.

Learning Outcomes Of The Module:
 On completion of the module a student will have:
 Knowledge and understanding: Gained knowledge of the ethical and regulatory context in which the media has to operate
 Intellectual skills: Enhanced analytical, research and communications skills.
 Discipline specific skills: Increased confidence to operate within ethical boundaries; be aware of challenges to trust, credibility and objectivity.
 Transferable skills: Improved research skills and developed as a reflective practitioner

Methods Of Teaching And Learning:
 The module will be conducted in a formal lecture style. The lectures are normally 45 minutes, with 40 minutes for questions and discussion. Guest lecturers represent many of the main media and employers. Asking well-informed and pertinent questions is seen as both an important part of the course and the students' contribution to maintaining Cardiff's reputation with the professional world. Learning will be developed through personal research, use of online resources, monitoring of associated media coverage and application through the practical modules in the programme.

Assessment:
 Reporters and the Reported is assessed by a journalistic article of 1,200 words write based on the lectures in the autumn semester. The article is to be accessible, informal, use everyday language and, above all, be engaging to the reader throughout. It must draw on evidence and arguments from all relevant lectures in the series. The criteria by which it is assessed are:
 Is the piece engaging? Does it hold the reader's attention from top to bottom?
 Language – is it accessible to everyday readers?
 Does the writer logically and sensibly defend the position he is taking? Are the issues and evidence used to support the report and argument understood?
 Are the facts accurate?
 Spelling and grammar are important as well as the argument.

Methods of Summative Assessment				
Type	% Contribution	Title	Deadline	Word Length
CW	100	Reporters and the reported article	Jan 2012	1,200

Syllabus Content:
 10 lectures and Q&A sessions on journalistic ethics, key research, media futures, political reporting, safety, trauma and other timely issues including visiting speakers, diploma staff and Jomec researchers

Indicative Reading List:

Develop the habit of reading the trade press, such as Broadcast and Press Gazette etc, as well as the media pages of the national newspapers, especially the Guardian's media section on Mondays, The Observer, The Independent and The Times. You should also regularly check the Media Guardian's website. The Bute Resources Centre has a large selection of books about all aspects of the media. Most of these resources, and many others, can be accessed on the Internet. You should also develop a habit of comparing how different newspapers, magazines and broadcasters cover different stories – don't just read your favourite publications or watch your favourite programme – you can often learn different approaches from looking at their competitors.

Hargreaves, I. (2003) *Journalism: Truth or Dare*, Oxford University Press
 Marr, A. (2004) *My Trade: A Short History of British Journalism*. MacMillan
 Tett, Gillian, (2009) *Fool's Gold*, Little, Brown
 Peston, Robert (2008) *Who Runs Britain?* Hodder & Stoughton
 Phillis, B. (2003) *Final Report of the Independent Inquiry into Government Communications*, (http://www.cabinetoffice.gov.uk/reports/communications_review/index.asp).
 Alan Rusbridger, (2004) *The Guardian's post Hutton guidelines for journalists*, (<http://media.guardian.co.uk/huttoninquiry/story/0,,1135126,00html>) (Alternatively, select Special Reports, then go to Comment and Reaction).
 BBC (2004) *The BBC's Journalism After Hutton; The Report of the Neil Review* (http://www.bbc.co.uk/info/policies/neil_report.shtml).
 BBC (2007) *From Seesaw to Wagon Wheel: Safeguarding Impartiality in the 21st* (<http://www.bbc.co.uk/bbctrust.research/impartiality.html>).
 International News Safety Institute (2007) *Killing The Messenger* (<http://www.newssafety.com>)
 Dart Centre Europe (www.dartcenter.org)
 International Press Institute (www.freemedia.at)
 Media Guardian (www.media Guardian.co.uk)
 Hold The Front Page (www.holdthefrontpage.co.uk)

For Guidelines and Codes of Practice:
 Press Complaints Commission, Code of Practice (www.pcc.org)
 Ofcom Broadcasting Code (www.ofcom.org.uk)
 BBC Editorial Guidelines (www.bbc.co.uk/guidelines).

In addition, students can also consult some older books on ethics which still have some interesting arguments in them

Belsey, A. and Chadwick, R. (1992) **Ethical Issues in Journalism and the Media**, Routledge.
 Calcutt, D. (1990) **Report of the Committee on Privacy and Related Matters**, HMSO.
 Clarkson, W. (1990) **Dog Eat Dog: Confessions of a Tabloid Journalist**, Fourth Estate.
 Day, L.A. (1991) **Ethics in Media Communications: Cases and Controversies**, Wadsworth.
 Fink, C. (1988) **Media Ethics: In the Newsroom and Beyond**, McGraw Hill.
 Goodwin, G. and Smith, R.F. (1994) **Groping for Ethics in Journalism**, Iowa State University Press.
 Klaidman, S. and Beauchamp, T. (1987) **The Virtuous Journalist**, Oxford University Press

Personal development planning:

This module is a key contributor to each student's development as a reflective practitioner – a thinking journalist. It requires each individual to confront the key issues in journalism and begin to define a personal position within those major debates and ethical challenges.
 Progress on all modules is discussed in fortnightly one-to-one tutorials with a personal tutor

Module Code:	MCT507		
Module Title:	ONLINE AND MOBILE MEDIA		
Module Tutor:	GLYN MOTTERSHEAD		
Semester:	AUTUMN	Credit Value:	10

Scheme of study for which this module is compulsory:
Title of Scheme: PgDip/MA Journalism

Aims Of The Module:
 To provide an appreciation of developments in online and mobile media affecting journalists and their audiences. To introduce students to existing and emerging applications, including developing skills required to generate content for multiple platforms.
 This module will show how newspaper, magazine and broadcast journalism is embracing online media - the fastest growing sector of the news/information business. It will highlight the challenges involved in this evolution and it will throw some light on the opportunities this new media world offers a new breed of digitally-savvy journalists.

Learning Outcomes Of The Module:
 On completion of the module a student should have:

1. Knowledge and understanding: Gained knowledge of the emerging platforms available to news media
2. Intellectual skills: Enhanced analytical, research and communications skills.
3. Discipline specific skills: Increased confidence to exploit non-traditional platforms by understanding their potential and learning how to create differentiated content for them.
4. Transferable skills: Improved interpersonal and communication skills.

Methods Of Teaching And Learning:
 Lectures; guest talks; workshops; blogging; individual and group reporting assignments.

Methods of Summative Assessment:
In-depth breakdowns of the assessments will be available at <http://mct507.cf.ac.uk>

Assignment 1
 Community journalism – students will need to create a community and content strategy for a niche topic site and then write regularly on their key topic. Strategy documents, blog posts and reflection on the process is required to be submitted.

Assignment 2
 The second assignment is, essentially, a webzine article relating to issues in Cardiff and South East Wales, which will be hosted on your blog.
 It is an opportunity for you to test out the skills you’ve been developing during the online journalism module and your pathway journalism sessions, and to showcase how you’ve developed across the first semester.

There must be a relevant news hook to the story and it will require interviews and multimedia elements.

Theme
 The theme of the assignment is “Capturing Cardiff” and your story can cover any one of the following beats:

- * Politics
- * Grassroots/Cultural issues
- * Music
- * Theatre & the Arts
- * Sport
- * Environmental issues

But this **MUST** tie in with your overall theme of your site and relate to your content strategy and have a unique element to it (a key content strategy question: why this story at this time?).

Methods of Summative Assessment:				
Type	% Contribution	Title	Deadline	Word Length
CW	30	Community site – a niche site strategy and implementation	Jan 13 2012	N/A
CW	70	Capturing Cardiff – a piece of Cardiff-based multimedia journalism prepared for an online webzine	Dec 8 2011	700-800 words plus multimedia

Syllabus Content:				
<p>The module will help students develop an understanding of:</p> <ul style="list-style-type: none"> • Online journalism • Multi-platform journalism and its diverse audiences • Research techniques • Online writing styles for both blogs and news pages • New forms of storytelling and how they are being used in the industry • Multimedia and social tools and how they are being used to tell stories online • Changes currently taking place in the media <p>Core skills and tasks include:</p> <ul style="list-style-type: none"> • Online writing and blogging • Video/audio for the web • Creating cross-platform packages • Developing online conversations using social media tools 				

Indicative Reading List:				
<p>Beckett, C (2008) <i>Supermedia: Saving Journalism So It Can Save the World</i>, WileyBlackwell</p> <p>* Bradshaw, P. & Rohumaa, L., 2011. <i>The online journalism handbook : skills to survive and thrive in the digital age</i> 1st ed., Harlow ;;Essex ;;New York: Longman.</p> <p>Gillmor, D., 2006. <i>We the media : grassroots journalism by the people, for the people</i>, Sebastopol Calif. ;;Farnham: OReilly.</p> <p>Kolodzy, J., 2006. <i>Convergence journalism : writing and reporting across the news media</i>, Lanham Md. Rowman & Littlefield.</p> <p>Lee-Wright, P., Phillips, A. & Witschge, T., 2011. <i>Changing journalism</i>, New York NY: Routledge.</p> <p>Quinn, S and Lambie, S (2008) <i>Online Newsgathering: Research and Reporting for Journalism</i>, Focal Press</p> <p>Quinn, S (2005) <i>Convergent Journalism: The Fundamentals of Multimedia Reporting</i>, Focal</p> <p>Shirky, C (2008) <i>Here Comes Everybody: The Power of Organizing Without Organizations</i>, Allen Lane</p> <p>Further reading and website links will be available via the module blog which can be found at http://mct507.cf.ac.uk</p>				

Personal Development Planning:				
<p>Progress on all modules is discussed at fortnightly one-to-one tutorials with a personal tutor.</p> <p>Workshops develop team-working and communication skills.</p> <p>Students are made aware of the value of multimedia working to their employability.</p>				

2d. Regulations For The Modular Programme Of Study Leading To The Degree Of MA In Journalism

1 General

These regulations shall be read in conjunction with and conform to the Senate Regulations for Taught Postgraduate Programmes of Study – Modular Programmes.

2 Entry Requirements

2.1 Candidates must satisfy the requirements of the Cardiff University General Entrance Requirement and, in addition, will normally possess an initial degree of at least lower second class honours standard, awarded by a recognised university (or its equivalent). Overseas applicants will normally be required to have an IELTS score of 7.0 across all aspects of the IELTS test.

2.2 At the discretion of the Board of Studies, non-graduates whose relative lack of formal qualifications is compensated for by their relevant work experience may also be admitted to candidature provided the candidate has held, for a minimum period of seven years, a position of responsibility relevant to the programme.

2.3 Students who have been registered on the Postgraduate Diploma in Journalism at Cardiff University and who successfully complete the 120 credit Diploma are eligible to apply for transfer to the MA Journalism (in effect being admitted with Advanced Standing to the Dissertation Module), subject to the requirements of 8.1 below. Transfers must be made formally through Registry. [This regulation to come into effect one academic year after 2.4 below has been implemented, or, if 2.4 is not implemented, from the academic year beginning September 2011.]

2.4 Students from the Asian College of Journalism (ACJ), Chennai, India, who
i) successfully complete the 120-credit ACJ Postgraduate Diploma in Journalism

and

ii) achieve an average mark over the ACJ Postgraduate Diploma course of at least 65%

and

iii) achieve a mark of at least 65% in the Dissertation/Project Module of the ACJ Postgraduate Diploma

and

iv) satisfy all other requirements in 2.1 above, including the requirement for proficiency in written and spoken English language

and

v) whose dissertation subject is approved by the Chair of the Board of Studies concerned or his/her nominee (see 8.1 below)

may be eligible for admission with Advanced Standing to the Dissertation Module of the MA Journalism and on successful completion of this Module become eligible for the award of MA Journalism from Cardiff University. Any student so admitted is subject to the regulations specified in this document.

In the first three years of operation numbers will be capped:

- in Year 1 there will be 10 students from ACJ studying in Cardiff
- in Year 2 there will be up to 10 students from ACJ studying in Chennai and up to 10 studying in Cardiff
- in Year 3 there will be up to 15 students from ACJ studying in Chennai and up to 15 studying in Cardiff

In selecting candidates for the capped numbers, particular attention will be paid to:

- the candidate's proficiency in written and spoken English
- the candidate's performance in the Dissertation Module at ACJ
- the feasibility and scope of the candidate's proposed Dissertation Project
- the evaluation by the Director, Dean of Studies and Personal Tutor of the student's ability to undertake the Dissertation Project proposed

JOMEC also reserves the right to interview applicants and/or administer a written test (as per Sections 51-56 of the ADMISSIONS FRAMEWORK: PRINCIPLES, POLICIES AND PROCEDURES).

3 Structure Of The Programme

3.1 The programme has 2 academic stages, leading to the award of:

Masters Degree

The programme shall extend for one calendar year (full-time students), and consist of 7 modules (at least to the value of 180 credits), which shall include a dissertation of 60 credits (at Level M).

4 Time Limit

The Master's programme must be completed within one calendar year (full-time candidates) of the date of initial registration on the programme. The exact completion date will be in accordance with that approved for the specific session.

5 PROGRAMME OF STUDY

The Programme of Study shall comprise the modules detailed in the relevant Module Timetable which shall be deemed to form part of these regulations.

The courses of study shall include the following:

Compulsory Modules

- Public Administration, parts 1 and 2
- Media Law
- Reporters and the Reported
- On-Line Journalism

Together with any one of the following options (which will have been specified at the time of application):

Option Modules

- Newspaper journalism (MCT514 & MCT515)
- Broadcast journalism (MCT510 & MCT511)
- Magazine journalism (MCT520, MCT521, MCT513)

On successful completion of the above Compulsory and Optional modules students will be admitted to:

- Dissertation Project module

All students pursuing the Newspaper option are required to undertake a course of study in shorthand, this is optional for Broadcast and Magazine students.

All students are required to spend a period of attachment to relevant professional media before the MA can be awarded. This is normally during the Easter vacation.

6 Assessment

6.1 Assessment shall be conducted in accordance with the Cardiff University Senate Assessment Regulations for Taught Programmes of Study.

6.2 The method of assessment for each module shall be determined by the School Board upon the recommendation of the Board of Studies and shall be specified in the Module Description.

7 Progression

7.1 Postgraduate Certificate

7.1.1 At the end of the programme/stage, the Examining Board shall consider the progress of each student in each module pursued during the programme/stage in accordance with Senate Regulations and shall determine whether he/she:

(i) has obtained a minimum of 60 credits at Level 3 or higher and shall be eligible for the award of Postgraduate Certificate.

7.1.2 Where a student is permitted to attempt to retrieve one or more failed module assessments, the Examining Board shall consider the performance of each student in these assessments in accordance with Senate Regulations for Postgraduate Taught Programmes of Study – Modular Programmes and shall determine the status of the student in accordance with 7.1.1 (i) above.

7.2 Postgraduate Diploma

7.2.1 At the end of the programme/stage, the Examining Board shall consider the progress of each student in each module pursued during the programme/stage in accordance with Senate Regulations and shall determine whether he/she:

(i) has obtained a minimum of 120 credits at Level 3 or higher and shall be eligible for the award of Postgraduate Diploma;

and/or

(ii) has obtained a minimum of 120 credits at Level 3 or higher and shall be permitted to proceed to the next academic stage of the programme;

and/or

(iii) has not obtained sufficient credits to proceed to the next academic stage of the programme but has obtained a minimum of 100 credits and shall be permitted one attempt to retrieve one or more failed module assessments at the next resit examination period, or with or without attendance on the module(s) during the following session or calendar year;

and/or

(iv) is not eligible to proceed to the next academic stage of the programme and shall be required to withdraw from the programme.

7.2.2 Where a student is permitted to attempt to retrieve one or more failed module assessments prior to the commencement of the next academic stage, the Examining Board shall consider the performance of each student in these assessments in accordance with Senate Regulations for Modular Programmes of Study and shall determine the status of the student in accordance with 7.2.1 (i), (ii) and (iv) above.

7.3 Students who satisfy the requirements as stated in paragraph 7.2.1 (ii) above, shall be eligible either to proceed to the dissertation stage of the programme or to receive the award of Cardiff University Postgraduate Diploma in Journalism.

8 Dissertation Project

8.1 A student's dissertation project, which shall normally be of not more than 15,000 words and supported by such other material as may be considered appropriate to the subject, shall embody the results of his/her period of project work. The subject of each student's dissertation project shall be approved by the Chair of the Board of Studies concerned or his/her nominee.

8.2 The dissertation project shall be assigned 60 credits and shall be weighted one third for the purpose of calculating the final award.

9 Award of Qualification

9.1 In order to be considered for an award, a student shall be required to have satisfied the criteria detailed in Senate Regulations for Postgraduate Taught Programmes of Study – Modular Programmes.

9.2 The award of the qualification with distinction shall be determined by the final Examining Board in accordance with the Senate Regulations for Postgraduate Taught Programmes of Study – Modular Programmes.

9.3 The award of the qualification shall be determined in accordance with the procedures described in Senate Regulations for Postgraduate Taught Programmes of Study – Modular Programmes and shall be based upon the performance of each student in the modules specified in the Module Timetable.

9.4 For the purpose of the calculation of Distinction, modules shall be weighted in accordance with their credit ratings as shown in the Module Timetable.

9.5 A student who fails to qualify for the award shall be dealt with in accordance with Senate Regulations for Modular Postgraduate Programmes of Study.

STRUCTURE OF SCHEME OF STUDY

The Scheme of Study is identical to the PG Diploma above, with the addition of:

Module Code:	MCT 522		
Module Title:	DISSERTATION PROJECT		
Module Tutor:	SUPERVISORS		
Semester:	POST SPRING	Credit Value:	60

Scheme of study for which this module is compulsory:
Title of Scheme: MA Journalism

Aims Of The Module:
<p>The dissertation provides students with the opportunity to undertake</p> <ul style="list-style-type: none"> • a Journalism Project in which they will employ investigative journalism techniques and research skills acquired during the taught element of the course to explore a topic in depth by writing a series of feature articles <p>or</p> <ul style="list-style-type: none"> • an Enterprise Project in which they will develop the editorial and business plan for an innovative media product in print (magazine or newspaper), broadcast (radio or television) or purely digital/online. Print and broadcast products must also have a digital strategy for online promotion and dissemination of the product.

Programmes of Study For Which This Module Is Compulsory: MA Journalism
Module to be offered on a Free-Standing basis? No

Learning Outcomes Of The Module:
<p>Knowledge and understanding:</p> <p>By the end of the module, students should have:</p> <ul style="list-style-type: none"> • Selected research methods appropriate to the topic and developed the research skills necessary to produce a lengthy, effectively argued and original package of journalism • Demonstrate effective planning and organisational skills together with the persistence to carry out a complex task <p>Intellectual skills:</p> <p>At the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Generate original data or information, and analyse and present that new knowledge/information in an appropriate format • Developed and demonstrated critical analytical and evaluative skills in terms of their own and others’ research, writing and publishing <p>Discipline specific (including practical) skills:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Initiate ideas and undertake the necessary research to produce a substantial piece of original journalism that meets the needs of its audience • Select and deploy specific editorial presentation techniques appropriate to the nominated publishing platform <p>Transferable skills:</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> • Demonstrate the qualities and transferable skills necessary for employment, specifically – initiative, personal responsibility, the ability to make complex decisions in imperfect conditions and the capacity for continued independent learning

Assessment:

General criteria for the marking of MA Journalism dissertations

Journalism and Enterprise Project dissertations will be assessed on the following criteria:

- the quality of the introduction to the topic of the student's dissertation, its structures and the contextualisation of the dissertation;
- the extent to which, and the clarity with which, appropriate material is reviewed and evaluated;
- the clarity and appropriateness of the research (or organising) question;
- the quality of the discussion of what methods should be employed to address the organising question, the suitability of the methods adopted, and the coherence of the way in which the methods were applied;
- the quality of the arguments developed, the research conducted and the evidence adduced in support of those arguments, particularly the extent to which that research and those arguments add to existing knowledge on the subject of the dissertation;
- the clarity of the writing and the suitability of sequencing and structure in articles or the enterprise proposition;
- contribution to the subject area that is new, interesting, valuable or informative;
- suitability for the target audience;
- compliance with UK law for those dissertations aimed at publication or the establishment of an enterprise in the UK, or compliance with Indian law for those dissertations aimed at publication or the establishment of an enterprise in India;
- compliance with good journalistic standards of integrity, impartiality and ethics (for Journalism projects and the sample material in Enterprise projects)
- compliance with good standards of ethical business practice (for Enterprise projects);
- the degree of justification evident for the conclusions reached in the dissertation;
- the intelligence and capacity for self-criticism evident in the reflection;
- referencing and bibliography; and
- provision of appropriate research material in appendices.

Marking bands for Journalism and Enterprise Project dissertations

0–29

Marks within this band recognise that the elements of the dissertation carrying the original journalistic work of the student would be unusable for publication or broadcast in their chosen medium. This may mean one or more of the following:

- they are extremely poor in execution and structure
- they contain errors in spelling and grammar which render some content incomprehensible
- they show little evidence of appropriate research or the use of appropriate sources/resources
- they are technically inept
- they are legally unsafe
- that those parts of the dissertation reflecting the academic concerns of the dissertation – such as the Introduction, Critical Review, Method, Conclusion, Reflection and Bibliography – are wholly unsatisfactory and require major improvement in all areas
- that, in the case of broadcast-based Journalism Projects, the programme needs almost entire restructuring, re-recording or re-shooting to be a piece of broadcast work and/or the accompanying production file provides a wholly inadequate guide to the origination and development of project.

In the case of an **Enterprise Project** it may mean any of the above plus any of the following:

- the business plan is extremely poorly researched and executed
- the information in the business plan is totally inadequate for a potential investor to make any kind of informed decision
- the sample material is of extremely poor quality

30–49

Marks within this band recognise that the elements in the dissertation carrying the original journalistic work of the student would be unusable for publication or broadcast in their chosen medium.

This may mean one or more of the following:

- they are poor in execution and structure
- they contain numerous errors in spelling and grammar which hinder comprehension
- they show insufficient evidence of appropriate research or the use of appropriate sources/resources
- they are technically weak
- those parts of the dissertation reflecting the academic concerns of the dissertation – such as the Introduction, Critical Review, Method, Conclusion, Reflection and Bibliography – are unsatisfactory and require major improvement in several areas
- in the case of broadcast-based Journalism Projects, the programme needs radical restructuring, re-recording or re-shooting to be a piece of broadcast work and/or the accompanying production file provides an inadequate guide to the origination and development of project.
-

In the case of an **Enterprise Project** it may mean any of the above plus any of the following:

- the business plan is poorly researched and executed
- the information in the business plan is inadequate for a potential investor to make an informed decision
- the sample material is of poor quality

50 – 59

This band recognises that the elements of the dissertation carrying the student's original journalistic work are basically satisfactory but would require considerable subediting or rewriting to reach publishable or broadcastable quality in their chosen medium. This means one or more of the following:

- the brief of articles has been interpreted appropriately
- their structure requires attention to make the work flow more logically or naturally
- spelling and grammar require some attention
- their structure may need further research
- they may require input from more or better sources
- there is evidence of basic technical competence
- those parts of the dissertation reflecting the academic concerns of the dissertation – such as the Introduction, Critical Review, Method, Conclusion, Reflection and Bibliography – evince performance ranging from poor to fair in one of more of the following respects
 - the student demonstrates only a limited understanding of the subject
 - there is evidence that the student has done some of the associated reading, but insufficient to answer the dissertation's organising question adequately
 - there too much reliance on sources that are not adequately acknowledged
 - evidence of independent thought in the development of arguments is limited
 - there is imprecision or inconsistency in referencing and the bibliography
- in the case of broadcast-based Journalism Projects, the programme requires some restructuring to be a piece of broadcast work and/or the accompanying production file provides some but insufficient guidance on the origination and development of project to assess the suitability of the choices made and the direction taken.

In the case of an **Enterprise Project** it may mean any of the above plus any of the following:

- the business plan could be better researched and executed
- the information in the business plan is adequate for a potential investor to make an informed decision
- the sample material is of acceptable quality

60 – 69 (Merit)

This band recognises that the elements in the dissertation carrying the student's original journalistic work would need moderate revision or subediting before being publishable or broadcastable in the chosen medium. This means they are:

- well sourced
- soundly structured
- largely free from spelling or grammatical errors
- draw on a range of appropriate sources
- use sources and background material appropriately
- technically satisfactory
- those parts of the dissertation reflecting the academic concerns of the dissertation – such as the Introduction, Critical Review, Method, Conclusion, Reflection and Bibliography – show performance ranging from good to above average in one or more of the following respects:
 - the student has clearly done the associated readings and demonstrated a general understanding of the subject
 - the work has logical strength and coherence
 - research has been purposeful and sources are acknowledged systematically
 - the material has been dealt with critically and independent thought is evident
 - the student has taken manifest care to produce a well-written piece of work
- in the case of broadcast-based Journalism Projects, the programme requires modest changes to be recognised as a piece of broadcast work and/or the accompanying production file provides a clear and coherent picture of the origination and development of the project sufficient to assess the suitability of the choices made and the direction taken.

In the case of an **Enterprise Project** it may mean any of the above plus any of the following:

- the business plan is well researched and executed
- the information in the business plan is sufficient for a potential investor to make a properly informed decision
- the sample material is of good quality

70 – 79 (Distinction)

This band recognises that the elements of the dissertation carrying the student's original journalistic work are of professional quality and could be used (published or broadcast) as they stand or with very minor alterations. This means they are:

- very well structured
- extensively researched using a good range of sources
- appropriate in style
- free from spelling or grammatical errors
- deploy background material and quotes effectively
- technically accomplished
- those parts of the dissertation reflecting the academic concerns of the dissertation – such as the Introduction, Critical Review, Method, Conclusion, Reflection and Bibliography – indicate performance that is superior in all aspects of the research, planning and presentation in the following respects:
 - the student demonstrates an ability to use material to develop his/her own arguments
 - the structure of the chapters is manifestly logical and coherent
 - research shows an excellent range and depth
 - the student shows an excellent grasp of concepts and arguments
 - arguments are substantiated with appropriate supporting material and evidence
 - sources are used critically and are well synthesised
 - the work demonstrates original thought and analysis
- in the case of broadcast-based Journalism Projects, the programme is a piece of work of broadcast quality as it stands or requiring only very minor alterations and the accompanying production file provides an excellent account of the origination and development of the project, demonstrating the suitability of the choices made and the direction taken.

In the case of an **Enterprise Project** it may mean any of the above plus any of the following:

- the business plan is very well researched and executed
- the information in the business plan is more than sufficient for a potential investor to make a fully informed decision
- the sample material is of very good quality

80 – 100 (Distinction)

This band recognises that the elements the dissertation carrying the student's original journalistic work are of exceptional professional quality and would be used (published or broadcast) in the chosen medium enthusiastically. This means they are:

- innovative in content and/or execution
- extremely well structured
- extensively researched using a good range of sources
- appropriate in style
- free from spelling or grammatical errors
- deploy background material and quotes powerfully
- technically expert
- those parts of the dissertation reflecting the academic concerns of the dissertation – such as the Introduction, Critical Review, Method, Conclusion, Reflection and Bibliography – indicate performance that is superior in all aspects of the research, planning and presentation in the following respects:
 - the student uses material powerfully to develop his/her own arguments
 - the structure of the chapters is manifestly logical and coherent
 - research shows an exceptional range and depth

- the student shows an excellent grasp of concepts and arguments
- arguments are substantiated with significant supporting material and evidence
- sources are used critically and are extremely well synthesised
- the work demonstrates considerable original thought and analysis
- in the case of broadcast-based Journalism Projects, the programme is an exceptional piece of work of broadcast quality without further editing and the accompanying production file provides an excellent account of the origination and development of the project, demonstrating the suitability of the choices made and the direction taken.

In the case of an **Enterprise Project** it may mean any of the above plus any of the following:

- the business plan is exceptionally researched and executed
- the information in the business plan is exemplary, allowing a potential investor to make a fully informed decision
- the sample material is of fully professional quality

A fuller description of this Module is available in the Dissertation Project Module handbook.

SECTION THREE - FURTHER INFORMATION

NOTE:

Policy on social networking sites

It is not the School's policy to monitor posting on social networking websites. However, many of these sites are public spaces – like notice-boards – and need to be recognised as such. Their public nature means that staff and students at the School are sometimes made aware of postings that may be abusive or constitute bullying or harassment. In these cases, the School will observe the following University guidelines on student behaviour:

1.3.2 A student shall not behave in a manner inconsistent with the proper functioning of the University and shall not engage in conduct which may involve an offence against a person; cause a nuisance (e.g. interference with another person's reasonable enjoyment of his/her own property or of a public place where he/she is entitled to be); damage, deface, misappropriate or misuse any property including property of the University and the Students' Union; or otherwise behave in a manner likely to bring the University into disrepute or likely to cause offence to others.

1.3.3 A student shall not engage in any form of harassment towards other students or members of the University's staff. In this context, harassment may include a student engaging in one or more of the types of conduct specified in 1.3.2. Harassment consists of behaviour towards another which causes, or which might reasonably be expected to cause, sufficient distress or annoyance to disrupt seriously the work or substantially to reduce the quality of life of that other, by such means as bullying, verbally or physically abusing, ill-treating or otherwise creating or maintaining a hostile environment for that other.

The School sees these guidelines as equally applicable to both students and staff. Disciplinary action can be taken by the School if postings are deemed to be in breach of these guidelines.

Cases should be brought to the attention of Course Directors, who will act in consultation with the Head of School.

3a. Personal Tutors

At the start of your course, you will be assigned a personal tutor who is a member of the academic staff of the School. Personal tutors are able to advise you on a variety of issues in a confidential and informal manner. We aim to help you overcome the problem, however big or small, as quickly as possible. Personal tutors have three main roles:

Academic – to help monitor your academic progress throughout your course.

Pastoral – to help you with more personal problems. In some circumstances you may be referred to one of the University agencies for specialist help (see below).

Advocate – to inform the examining boards and appeal panels of any circumstances that may have affected your performance. Normally, it will be your personal tutor who will supply references to prospective employers.

You are required to meet with your personal tutor at least twice a year (either individually or in groups), when you receive an invitation for this meeting - **you must attend**.

You are able to make appointments to see your Personal tutor at any other time of the year if you wish.

You have the opportunity to change your Personal tutor if you so request, and need not at the first request, state the reason. Subsequent requests for a change in Personal tutor will be subject to the discretion of the Head of School, whose decision is final. If you do want to change please put your request in writing to the Head of School.

3b. Student Services

Your Personal Tutor should usually be the first point of contact if you need help or advice. However, they may point you in the direction of the University student services which offer a range of professional advice services. These are some of the groups available to you:

The Student Support Centres

Information, support or advice are available from the University's confidential Student Support Centres. Both are open all year round Monday to Friday (excluding public holidays). Staff will also be happy to advise and assist personal tutors or help with any questions.

50 PARK PLACE, CATHAYS PARK CAMPUS (029) 2087 4844

2ND FLOOR, CARDIGAN HOUSE, HEATH PARK CAMPUS (029) 2074 2070

WEB: www.cardiff.ac.uk/studentsupportcentre

Advice Service

The Advice Service Team offers students face to face telephone and e-mail advice both by appointment and on a drop-in basis every week day. This may be for information and advice on a wide range of issues. This might include extra funding, bursaries, fees, loans, debts, childcare, housing, academic matters, or any issue to do with student welfare.

Email: advisory@cardiff.ac.uk

Financial Support

The Financial Support Team provides a range of financial support to help students who face unexpected difficulties while at University. This includes budgeting advice to students and can refer students with serious debt problems to the co-located advice service.

UK students can apply for help to the Financial Contingency Fund with their costs while studying. The Financial Contingency Fund can help with extra compulsory course costs, such as field trips and equipment where the cost would otherwise leave the student in financial hardship. The Fund prioritises help to students who can not supplement their income with part-time work for example because of disability, ill health, children, final year commitments or exceptional academic pressures or personal circumstances. However the University is not allowed to use this fund to help with the payment of fees.

A small University hardship fund exists which is open to all students, normally near the end of their course, who suffer unexpected hardship causing severe financial difficulties and are unable to get help from any other source.

Further information on the above procedures is contained in the Academic Regulations Handbook: www.cardiff.ac.uk/regis/sfs/regs

In addition the Student Support Centre administers a number of trust funds. Students can access 'funderfinder' (an online provision to help access information on help available for further study from a variety of sources) and other on-line help at the centre.

Email:

International Student Support

Through the Student Support Centres the University offers a range of support tailored for international students, working closely with colleagues in the International Development Division. Confidential advice is provided on a wide range of personal, financial, academic and general welfare issues, helping students adapt and cope with living in a different culture. A visa renewal service is provided by the Student Support Centre in conjunction with the Home Office. Students can also get immigration advice and apply to extend their leave to remain in the UK.

Email: advisory@cardiff.ac.uk

THE DISABILITY AND DYSLEXIA SERVICE

The Disability & Dyslexia Service provides confidential advice and services to students with a disability, specific learning difficulty, mental health difficulty and/or long-term medical conditions. Students are advised to contact the Service with queries regarding all aspects of their disability-related needs whilst studying at Cardiff University.

The Disability and Dyslexia Service liaises with academic staff and Schools within the University to raise awareness of the support needs of disabled students, and in particular those adjustments required by individual students. Information, advice and support for students with mental health issues are available from a specialist adviser.

The Service can advise on, and arrange, dyslexia screening and ultimately, assessment interviews with a qualified educational psychologist.

The Service supports students applying for additional funding such as the Disabled Students' Allowance (DSA). This allowance pays for disability related study costs such as note takers and assistive technology. Assessments for the DSA to determine study support and technology requirements are carried out at the Cardiff Assessment Centre, housed within the Student Support Centres.

Advice is available to students and staff supporting students on suitable disability-related technology and equipment such as software, hardware and ergonomic equipment and furniture.

Additional specialist services provide individual and ongoing support. Charges may apply for these services they are usually met by the Disabled Students' Allowance. Alternative arrangements apply to students not eligible for this fund. These include the provision of personal assistants and support workers, e.g. communication support, note takers and library assistance, study skills support, e.g. dyslexia tuition.

Schools and departments have identified members of staff as Disability Contacts to act as a point of reference for students' queries; the Disability and Dyslexia Service work with Disability Contacts in disseminating necessary information and hold details of who is your contact.



N.B. You will need to notify the Student Support Centre should you require any extra time for examinations.

Counselling Service

A great deal of pastoral support can be provided without having to make formal contacts with colleagues in support departments: The Student Counselling Service web pages provide a wealth of information on common problems and frequently asked questions.

WEB: www.cardiff.ac.uk/clng

The 'Common Problems' section provides advice on areas such as depression, eating disorders, anxiety and sexual matters. If, having explored the information with the student, further advice or support is felt necessary, please feel free to contact the Counselling Service. A referral form can be found and completed on the web page which the Counselling Service has recently established to assist Personal Tutors.

WEB: www.cardiff.ac.uk/clng/forpersonaltutors/index

Email: counselling@cardiff.ac.uk

Advice and Representation Centre, Students' Union

The Centre is part of the Students' Union and provides a professional and confidential advice service for all students. Specialist advice is available on

Housing, Immigration, including working in the UK during and after studies, Academic and Consumer issues. General advice and information is also available on a wide range of welfare and related issues. Students can be referred to a permanent member of staff who will advise and represent those students who are facing unfair practice procedure, disciplinary and appeals.

For further information please contact Advice Centre Manager Maria Al-Haddad.

Advice and Representation Centre

3RD FLOOR, STUDENTS' UNION

PARK PLACE

CARDIFF CF10 3QN

EMAIL: advice@cardiff.ac.uk

TEL: 029 2078 1490 (ADVICE)

TEL: 029 2078 1506 (REPRESENTATION)

www.cardiff.ac.uk/studx/personaltutorshandbook/studentsupport/adviceandrepresentation

Careers Service

5 Corbett Road Tel: (029) 2087 4828, Fax: (029) 2087 4229,
www.cardiff.ac.uk/schoolsanddivisions/divisions/stude/carsv/index.html

The Careers Service gives advice on choice of career and assists in obtaining employment. Its officers provide individual counselling interviews and arrange career talks and discussions, as well as occasional seminars and courses. There is a library and information service and regular vacancy bulletins are issued. All undergraduate and postgraduate students are encouraged to make use of the service. Open to students as follows: 8.30am-5.00pm Monday-Friday throughout the year. During term-time the Careers Library is open 10.00am-5.00pm, but operates at reduced hours during vacation.

NB. Students are advised to contact the Careers Service to find out what free courses are available to them.

Nightline

148 Colum Road, Tel: 029 2087 0555

Nightline is a confidential listening and information service run by students for students. Volunteers operate a telephone and personal call-in service from 8pm to 8am as many nights as possible during term-time. Nightline offers friendly support during those lonely hours of the night when there is nobody or nowhere else to turn to. You can either contact Nightline via telephone or call in. Information and services are available for students, ranging from pizza delivery phone numbers and exam timetables to free condoms. Nightline can also refer callers on to useful services or organisations.

Samaritans

75 Cowbridge Road East, Canton, Cardiff, Wales, CF11 9AF, United Kingdom
Phone: (02920) 344022

A confidential service to talk to someone, anytime (24 hours a day) - phone the Samaritans on 08457 90 90 90, or email: jo@samaritans.org

The Students' Union

Park Place, Tel: (029) 2078 1400, Fax: (029) 2078 1407, Email: StudentsUnion@cardiff.ac.uk

As well as housing many student support services, the Students' Union is one of the biggest and best in Britain offering a comprehensive range of activities for both Undergraduate and Postgraduate students in Cardiff University. The Students' Union in conjunction with your home department, offers a range of practical courses, including computing, CV writing, presentation and interview techniques. All free courses will be advertised by your Student Liaison Officer.

The Students Union have their own web pages: www.cardiffstudents.com

In addition to the above University services, below is some additional information that you may wish to refer to:

Development and Alumni Relations Division

Development & Alumni Relations Division, Cardiff University, 5th Floor, Deri House, 2-4, Park Grove, Cardiff, CF10 3PA

TEL: +44 (0) 2920 876 473

EMAIL: alumni@cardiff.ac.uk

JOMEC is dedicated to ensuring its contact with former students is firmly established. This is handled through the University's Alumni Office. There is a considerable network of help offered to all students entering Cardiff University. Your Course Administrator will either help directly or put you in touch with whatever professional service you need.

E-mail addresses

All new students will be allocated a Cardiff University e-mail address once online enrolment has been completed. Full details on how to access your Cardiff University email account can be found at <http://www.cardiff.ac.uk/insrv/accessemail.html> .

Please note that once you are a registered student, any important course information will be sent to your Cardiff email accounts.

The Graduate Centre

3rd Floor, Students Union Building, Tel: (029) 2087 4748

The Graduate Centre provides additional dedicated study, computing and social facilities for postgraduate students, from all departments, during their time on postgraduate programmes at Cardiff. It is managed collaboratively by the University, Students Union, and postgraduate students. Its Manager is a member of the Student Services Division and works to a Management Team (including students, staff and the Union) which meets regularly to ensure that the Graduate Centre fulfils its objective of increasing the opportunities for interdepartmental and interdisciplinary contact.

3c. Equal Opportunities

The School is committed to the University's policy on Equal Opportunities and conducts its student recruitment, selection and assessment procedures on an equal opportunities basis. It is committed to ensuring that all applicants, students and employees are treated equally, regardless of their age, colour, race, ethnic or national origins, sex, sexual orientation, marital status, family responsibilities, physical or sensory disabilities, or their political or religious beliefs.

The University operates racial and sexual harassment policies that are outlined below:

Harassment consists of behaviour towards another which causes, or might reasonably be expected to cause, sufficient distress or annoyance to disrupt the work or substantially to reduce the quality of life of that other, by such means as bullying, verbally or physically abusing, ill-treating or otherwise creating or maintaining a hostile environment for that other.

By its nature, harassment often takes place in circumstances where there are no witnesses.

There are various courses of action open to anyone who believes that they are being harassed. If possible, the recipient should state clearly to the harasser that the behaviour is unacceptable and should cease. If this first rebuff is insufficient, the complainant is likely to benefit from the support of a third party. It is useful to make a note of the time, place and nature of any specific incident.

For further guidance turn to the Welfare Section of the Cardiff University Student Handbook or you may like to refer to the Student Support Centre.

3d. Staff/Student Panels

They say it's good to talk, and we hope you'll want to help us ensure that the Diploma/MA Staff Student panels work well.

The panel is a chance for a representative from each option (magazine, print and broadcast) to meet regularly to discuss issues of interest.

In some ways the panel acts as a bridge between staff and students. Even though we see a lot of each other during the week, it's a busy schedule so it's good to set aside time when we're all focussed on what matters most to each of us.

The panel meets five times during the year - usually at lunchtime.

You need to arrange among yourselves who will be the representative from your option, though we don't mind overseeing a fair election and counting votes!

The panel membership is made up of:

3 student reps

Teaching staff

Library and Bute building facilities rep - normally librarian Alison Charles

Technical support rep

and Jennifer Moseley is responsible for all the admin - agendas, minutes, action points.

So, what are you letting yourself in for if you are on the panel?

- You're representing your option so we'd like you to have meaningful chats/conversations with your colleagues about issues they may wish to be raised
- Agenda items need to be sent/submitted to Jennifer Moseley by both staff and students 2 days before the meeting
- We're looking for feedback from you that might touch on the following areas - aspects of the course (teaching, facilities etc), your overall student experience in Jomec *and* in Cardiff
- If the matters raised by your colleagues are more to do with "housekeeping" then please feel free to raise those matters/questions directly with the relevant member of staff rather than wait a month or two for a panel meeting
- Option-specific complaints should first be raised with option tutors and not brought to the panel unless there has been no resolution, or it is a matter of relevance to all options
- We want to hear your views, thoughts and ideas on how we can develop the Diploma/MA for the future
- We're constantly evaluating the diploma and we'll be keen to hear your views, as well as those of your colleagues, if we've got plans to make major changes to the modules and/or the course
- Once you're on the panel the student members should decide between themselves who will take the position of Chair for the academic year.
- The 3 student reps should see themselves as the links between the different options. This may mean you'll be coordinating student social activities - eg: joint end of term parties and the annual football match against City journalism students

3e. Boards of Studies

The School has two Boards of Studies, Postgraduate and Undergraduate. The Chair of the Postgraduate Diploma Board of Studies is Professor Richard Tait.

The Boards of Studies co-ordinate all academic and administrative matters associated with the taught schemes of study provided by the School. They consider and advise the School Board on such matters as:

- entry requirements
- methods of assessment
- academic progress of students (reserved business)
- content and curriculum

- scheme development

At least one student representative from the Staff/Student Panel (administered by the Board of Studies), participate in the Board of Studies meetings. The minutes of Staff/Student Panels are discussed there.

Under the direction of the Boards of Studies are the Examination Boards. Examination Boards consider the performance of students in all assessed courses. The conventions used by the Examining Boards relevant to your scheme of study, can be found in Section Two.

3f. Feedback and Evaluation Processes

All courses are evaluated by students. Students are able to comment during the academic year through their representatives on the Staff/Student Panels. Student feedback is seen as useful for improving the course.

In addition, there is a more formal system of evaluation. Towards the end of the year we will ask you to evaluate the teaching you have received. The evaluation will take the form of a confidential questionnaire. It is important that you complete and return the questionnaire issued as your answers give us a sense of what improvements we should make. We do not ask for your name, and the forms are given out and collected by someone other than the staff members whose lectures and seminars are being evaluated. Staff will receive this anonymous feedback and the results will be discussed by the School's Teaching and Learning Committee and the relevant Board of Studies. Feedback will also be given to students via the Staff/Student Panels and a brief summary displayed on student noticeboards.

3g. Student Complaints Procedure

Please refer to the University Student Handbook for details.

3h. Security, Health & Safety

Security

It is important to remember that we have a common interest in the security of the Bute Building. The security arrangements on campus is that access to many areas are controlled by swipe cards. There is no guarantee items that are lost or stolen through your, or our, carelessness will be replaced. **Do not** tell unauthorised people the combination numbers to the door locks. Ensure that doors that should be locked are locked.

Do not let unauthorised people into technical areas, challenge strangers you may find wandering around. Take prudent care of your own possessions as well as School property and report any incident or suspicion to Security on tel: (029) 2087 4444

There are bicycle stands on the south side of the Building. Please do not bring bicycles inside. The car park is for staff use only.

Health & Safety

Health and Safety at Work Act 1974

This Act imposes a legal responsibility for safety on every member of the University. Thus, the major duty and initiative on safety matters rests with the University management and Heads of Schools, every employee and student is under a duty to take reasonable care not only for his or her own personal safety, but also for everyone else who may be affected by his or her actions or omissions while at work. Negligence or failure to observe safety instructions could result in criminal prosecution of individuals and conviction could lead to a substantial fine and/or a term of imprisonment. In addition the offender could be dismissed from the University.

University Health and Safety Policy

General Statement

Cardiff University is committed to the maintenance of safe and healthy working conditions for all staff, students and visitors at the University. It also wishes to ensure that their work does not adversely affect the health and safety of the general public.

The University has therefore established detailed mechanisms - which are more fully described below - for providing information, training and advice about the various potential hazards which are likely to be encountered; for monitoring and the maintenance of its high safety standards; and for regular consultation between the University and representatives of its staff and students on health and safety matters.

At the University, the employer is the Council. Its Chief Executive is the Vice-Chancellor who retains overall responsibility under section 37 of the Health and Safety at Work Act 1974. The Head of each Academic School is required by the Council to ensure, on its behalf, compliance with its obligations with regard to the health, safety and welfare at work of staff and other persons or animals in, or affected by, the Department, and for the premises, plant and substances there.

At the same time it must be remembered that all persons at the University have an individual duty to take reasonable care for their own health and safety and for that of other persons who might be affected by their actions (or lack of them). They must also co-operate with those persons who are responsible for health and safety so as to enable them to carry out their duties.

Organisation and Arrangements

The University has a Safety Office and an Occupational Health Service, These provide specialist professional advice, training and monitoring.

The main agencies for the monitoring of the University Safety Policy are the Departmental Safety Panels/Committees. In JOMEK the Safety Committee consists of four or five people, including non-academic staff and a student and is chaired by the Head of School. (Should you wish to be considered as a member of this Committee, please contact a member of staff.) The Committee carries out safety audits and inspections and make recommendations in writing to the Head of School, who is responsible for any necessary action that needs to be taken.

Policies, Procedures and Codes of Practice

The University has formulated and adopted a number of Policies, Procedures and Codes of Practice to deal with specific risks. It is the duty of all members of staff, students and visitors, where appropriate, to be familiar with the provisions of this guidance and to comply with them. The Policies, Procedures and Codes of Practice currently in force in the University include the following areas of work:

- Accident reporting and accident forms
- Chemical safety
- Children on University premises
- Display screen equipment
- Electrical safety
- Field trips
- Fire safety
- Occupational health

You will find further information on the University Codes of Practice on the Safety Services WWW site <http://www.cardiff.ac.uk/schoolsanddivisions/divisions/corps/osheu/index.html> and more general safety information on JOMEK's Health and Safety Noticeboard (located next to the Technician's Room - 0.18). Should you require any other advice or information on any health and safety matter, please do not hesitate to contact a member of staff who should be able to assist you.

Emergency Procedures

During normal working hours emergency telephone calls can be made on the University system (see below). Immediately after making a 999 call, please inform Security on extension 74444 of the location of the emergency.

Emergency Telephone Numbers

- 2087 4444 University Emergency Services
- 999 External Emergency Services - FIRE, POLICE, AMBULANCE

When telephoning for assistance in an emergency, the following is of importance:

1. Who you are.
2. Where you are: the location and telephone extension from which you are telephoning.
3. The nature of the emergency and what services are required.
4. The exact location where assistance is required.

To ensure that your message has been correctly received ask for it to be repeated back to you.

Please ensure that the identification of the location is clearly defined. Do not use "University terminology", i.e. Tower, for instance, means very little to the Emergency services. Always give the correct name for the building and the street where it is located. If University Personnel need to be contacted in an Emergency: either dial 999 if on central University campus or 2087 4444 if outside central University campus.

Fire Procedures

On Discovering a Fire

1. Sound the alarm by breaking the glass in the nearest call point.
2. Call for assistance.
3. Turn off gas and electrical equipment.
4. Attack the fire only if safe to do so.
5. Always use the correct extinguisher.

On Hearing the Alarm

1. Leave the building by the nearest available exit closing all doors and windows behind you.
2. Do not stop to collect personal belongings.
3. Do not use lifts.
4. Dial 999 to ensure Fire Service has been called.

After leaving the Building

1. Move well away from the building.
2. Leave clear access for Emergency Services.
3. Do not attempt to re-enter the building until you are told it is safe to do so.
4. Assemble at the designated assembly area.

Other Advice

If you suspect that there is a fire on the other side of a door (it may be warm to the touch), do not use that exit unless essential. If necessary, open the door very slowly, shielding yourself as much as possible.

If you are caught in a smoke filled area, crawl on hands and knees, keeping your face as close to the floor as possible, where the air will be cleaner.

If escape is cut off, go into a room with a window, closing the door behind you. Stand by the window, call for help and await rescue. The fire brigade should arrive within a matter of minutes

It is important that you familiarise yourself with the building - the location of fire fighting equipment and how they work, ways of getting out of the building in an emergency, where telephones are sited and first aid arrangements.

Bomb Alert

If you receive the Message/Warning

1. Remain calm.
2. Try to find out the exact location and nature of the bomb.
3. Is it in a building?
4. Is it in a car or outside the building?
5. Is it a letter bomb?
6. If no location is given, assume the bomb to be inside the building.
7. Dial 999 or 2087 4444 giving your name, exact location and nature of the emergency.

Accidents

In the event of an accident, the health and safety of any person involved is the most important consideration and must take precedence over any other matter.

1. Seek help from a first-aider in the vicinity of the accident:
 - *At the time of writing, Ms Rebecca Harries and Ms Sharon Magill are the School's first-aiders and are located via the Administrative Suite (0.03). Should they not be available, please contact the Bute Building Receptionist who can help you.*
 - *First Aid kits are located in 0.03 and 0.18.*
2. If the injury appears serious, ring extension 76097 and inform the Bute Receptionist, who will call for a Nurse to attend or for advice, or ring the Health Centre direct on 2087 4810.
3. If in any doubt at all about the condition of the patient dial 999 and ask for the ambulance service. Then notify the Bute Receptionist that an ambulance has been called.
4. All accidents or dangerous incidents, no matter how small, must be reported as soon as possible to a member of staff. Accident/Incident books are kept in the JOMEC Administrative Suite, and the Bute Reception, if unavailable.

General Safety

The prevention of accidents in laboratories, stores, workshops and other places of work is a duty of every individual using or entering them. Ensuring the safety of others is as important as the avoidance of personal injury. Everyone should make it his or her first task to become familiar with any special instructions issued for dealing with emergencies peculiar to the place in which he or she is working. You should also familiarise yourself with hazards that are present in the rooms in which you will work. Examples you might come across during your time at JOMEC include:

- Trip hazards from trailing cables in the TV Studios
- Hearing damage from loud noise in headphones
- Electrical and equipment hazards (see below)
- Hazards associated with working with Display Screen Equipment (see below)

Where such hazards exist, you should find notices alerting you to the dangers - please heed their advice. Safety is everybody's business. Accidents don't just happen - they are always caused. If you encounter something which you consider to be unsafe then don't ignore it - do something about it

Useful numbers

University Security

2097 4444



Electrical and Equipment Hazards

1. When you encounter new or unfamiliar equipment, you should always seek instruction from an experienced user, preferably a member of staff.
2. If a piece of equipment doesn't work or breaks down whilst you are using it, report the fault to a member of technical staff. **Do not attempt repairs on any electrical equipment yourself, always contact a member of technical staff.**
3. All portable electrical equipment should be visually inspected and/or safety tested routinely (PAT tested) and after any major repair or modification. If you are unsure whether the equipment you are using has been tested or if you further information on PAT testing, please contact a member of technical staff.
4. Make every effort to avoid trailing cables across the floor. If this is essential, always use cable walkovers to prevent trip hazards.

Display Screen Equipment Regulations

The University policy is designed to ensure the safe use of display screen equipment, in line with the Health and Safety (Display Screen Equipment) Regulations 1992. For further information, please refer to the Safety Noticeboard or the Safety Services website.

Working Practices

A user is defined as a person who habitually uses display screen equipment as a significant part of his or her normal work. The University has defined a significant part as 21 hours or more per week.

Long interrupted concentration on a display screen is inadvisable. You should not work continuously at a screen for more than an hour. Work activities should be organised so that other duties effectively create five-minute interruptions from the screen within every hour.

Ergonomics, the working environment and other physical aspects of the workstation are all important in the correct use of display screen equipment.

Working away from the University (Fieldwork)

The purpose of this section is to lay down basic Health and Safety standards to help ensure you are not placed at risk as a result of your activities whilst working away from campus.

Terminology

- *Hazard* the inherent ability to cause harm
- *Risk* the likelihood that harm will occur in certain circumstances
- *Risk assessment* where hazards present in an activity can be identified and control methods implemented

During the past few years there has been an unprecedented rise in violent and aggressive incidents taking place in the workplace and when working out in the community. It is not only people in high profile jobs, such as the police, who are at risk. Anyone can be a victim, men as well as women. The greater the contact with the general public, the greater the risk. You can be even more vulnerable if you work alone or outside normal working hours. Even though the chances of you becoming a victim of violence are statistically low, it is unwise to be complacent.

As already documented, safety at work is a dual responsibility for both you and your employer. The Health and Safety at Work Act expects employers to assess the health and safety risks to their employees whilst at the same time you are required to play your part in safety. Indeed if you ignore your employer's procedures or policies for Health and Safety, you might be considered negligent should an incident occur.

During your time at JOMEC, and perhaps many times during your future career, you will be called upon to go and interview people. You must on every occasion that you leave the Newsroom (or other work place), evaluate the risks involved in the work that you plan to complete.

When you decide to undertake a work task you should automatically consider the potential consequences of your actions. This in safety language is called a *risk assessment*. This is something that we do everyday in our normal lives. For instance when we cross the road, drive a car or go to the pub, we make an assessment (often subconsciously) of where dangers might lie in the activity. We then are able to take the necessary precautions against potential problems. These precautions always involve the balance between sensible caution and exaggerated suspicion. It should therefore be natural to do this when at work.

As a journalist you will be expected to interview people whose personal background is unknown to you. You may be on your own during the interview, perhaps at unsociable hours or in difficult social situations. How should you begin to resolve these problems? To begin with, stop and think before you go out. Ask yourself:

- What difficulties will I face?
- What hazards are there?
- What potential dangers lie ahead?

The answers may involve battling with the vagaries of the Cardiff bus company or a Cardiff taxi driver or the manic Cardiff traffic. Very often there are no hazards or risks involved and that is also useful to establish. If you have adequately analysed the potential problems and prepared solutions, then you should be able to deal with the problems, if and when they arise.

Simple procedures will help you look after what is your most important consideration - you:

- Does anyone know where you are? Keep the Newsroom informed of your movements. Don't go in to difficult situations on your own.
- If you change your plans do you inform people?
- Is there a call-in system and do you use it?
- Do you find out about the area that you are visiting?
- Do you investigate the people you go to meet?
- Do you have the means of communicating with anyone and how?
- How will you get there and back, what is the quickest route and where will you park?

If you are in any doubt, please ask your tutor for advice.

Out of Hours and Lone Working

At the time of writing, the University is reviewing the arrangements concerning this area. Until this issue has been resolved, please take sensible precautions and let someone know where you are when working outside of normal working hours and make every effort to avoid solitary working.

There is no legal prohibition on working alone, but the general duties of the Health and Safety at Work Act still apply. This requires the identification of the hazards of the work, assessing the risks involved, and devising and implementing safe working arrangements to ensure that the risks are either eliminated or adequately controlled. Furthermore, you are strongly encouraged to not work on your own.

Students with Health Issues

Individuals suffering from epilepsy, diabetes or any other condition which may cause temporary incapacity are urged, in their own interest, to inform the Head of School, in writing, of their illness in case of emergency.

Smoking

The Bute Building operates a No Smoking Policy. The University is committed to making its premises completely smoking free for the protection of all its staff and students. Smoking is not permitted **in or on** any University premises. This includes all communal work areas, individual rooms, stairwells, lifts, rest areas, toilets, car parks and grounds. Smoking is also prohibited within vehicles owned or operated by the University or vehicles hired or leased for University business.

Failure to conform to the requirements of the policy by smoking on University premises or refusing to stop when requested constitutes a disciplinary offence for staff and students. In the first instance a breach of the policy will be dealt with through education and support. A further infringement may result in formal disciplinary action and ultimately could lead to dismissal.

3i. Contact Information

We will contact you by a number of means – by electronic mail, via your pigeon hole or by posting notices on your notice board. **We cannot stress how important it is to check for messages at regular intervals. We also strongly advise you empty your mailbox on email regularly.**

3j. Personal Information

Please ensure that the course Administrator has your up-to-date personal information, such as your home or University address. **You must keep us informed of any changes.** This is important.

3k. Lectures and Seminars

Attendance at lectures and seminars is considered to be compulsory. Registers are taken and where a student is persistently absent without good cause, steps may be taken to remove that student from University.

3l. Illness

If you are ill and are unable to attend a lecture or seminar please call the Admin Office (029 208 70647) and pass this information to your Course Administrator, who will then speak to the Course Tutor. If you are ill for more than three days **you must provide a medical certificate for your file.** This should be handed to the Course Administrator in Room 0.03. If you are unable to produce a medical certificate because your illness has not been serious enough to visit the doctor, we would advise that you send a letter to the School explaining your absence. Again this should be submitted to the course Administrator who will place it on file. You will also need to complete a Special Circumstances Form to accompany the above certificate, this can be found with the Course Administrator in Room 0.03.

Special Circumstances

Please read your Cardiff University Student Handbook for an explanation of Special Circumstances and for a detailed explanation of the University Regulations governing sickness absence.

3m. Meeting Tutors

All staff operate office hours when they are available to see students. To make an appointment, you may either contact the tutor directly (by telephone or email) or by

inserting your name on a roster posted on the tutor's door. Please take advantage of these opportunities to discuss your progress with your tutors.

3n. References

Most employers expect students to use their tutors as referees. We would ask, however, that you contact us in the first instance to let us know if we may expect a reference request from a company so we can insure that we have all your relevant details available.

It is normal to ask your Personal Tutor to act as a referee, but if you prefer you may like to approach tutors who have acted as seminar leader or dissertation supervisor as they will have more experience of your character and academic ability.

Employers assume you are intelligent and literate; they nearly always want to know if you are reliable, self-motivated, able to take on board new ideas, good with people, able to manage your time well and capable of dealing with problems. Seminars are places where you can develop these skills, so do make every effort to contribute to the sessions and thereby get the most out of your course.

3o. Study Skills

*Please note: the following general advice on study skills is relevant to all students no matter what course you are pursuing. However, if you are **studying the Diploma**, you will find that many of the Options have their own requirements in this area. **Please refer to Section 2 for details.***

Written assessed coursework

Strict rules on the submission of assessed work are implemented to ensure fairness to all students as well as to tutors having to mark large numbers of essays to a deadline. If you are unable to submit assessed work by the deadline because of medical or special circumstances you may approach your module tutor to apply for an extension to the submission deadline. Wherever possible documentary evidence should be supplied to the School in these cases.

The School operates a receipting system for the submission of coursework. **In all cases two copies of coursework must be supplied through the essay box**, which is located next to Room 0.05. The essay box is emptied each day around 4.30pm. **If you post your coursework into the box AFTER 4.30pm, your work will be stamped with the following day's date.**

Coursework handed in after the submission deadline without good cause or explanation will not be awarded a mark higher than a pass (40% for BA/JFB; 50% for Diploma/MA). In cases of extreme lateness, coursework will not be marked at all with an award of zero given.

Please note that steps may be taken to exclude a student from University for persistent absence without good cause from lectures and seminars and for late or non submission of coursework without good cause.

One of the primary goals of the teaching is to help you develop good professional and scholarly habits of research and writing. However, there are a number of general principles which apply to **ALL** the work you will do on the degree course:

- a. **Stick to word limits.** An excessively long essay is likely to receive a low mark because it suggests inadequate control of your material. Learning how to write concisely and to make every word count is a principle of all good writing - both journalistically and academically. (The word limit for each essay includes quotations, but excludes footnotes and the bibliography.)
- b. **Show you have done the reading:** Aim for the development of a persuasive argument, supported by close reference to the relevant texts.

- c. **Answer the question:** Pay close attention to what is being asked in the title throughout the writing of your essay. Essays should be well-structured, guiding the reader through the argument. Avoid irrelevant material.
- d. **Use your critical faculties:** Try to appraise the arguments and ideas you are discussing. Compare different sources which deal with the same issue. Check the sources of ideas by consulting references, footnotes and bibliographies.
- e. **Check your work:** Take care over spelling, grammar and punctuation as you are writing and read through your essay at least twice. Potentially interesting work is often let down by carelessness in these areas. Most good writing is re-writing.
- f. **Don't cheat:** If you use critical books or articles from journals or books acknowledge them in references and in a bibliography. **MAKE SURE YOU AVOID ANY POSSIBILITY OF PLAGIARISM.**
- g. **Present your work professionally:** All written work should be word-processed.

PLAGIARISM

Plagiarism is among the most serious of all academic offences. It is against University rules, and could result in your expulsion from the University. All written work **MUST** be a reflection of your own efforts. All quotations from critics must be acknowledged. Students who reproduce the words of another writer and attempt to pass them off as their own original work will be heavily penalised.

Plagiarism includes:

- Copying out source materials word for word without acknowledgement;
- Copying someone else's work and making only slight changes, without acknowledgement;
- Lengthy paraphrases of a source, without acknowledgement;
- Reproducing the structural argument of a source in different words, without acknowledgement;
- Copying another student's work.

Plagiarism is distinguished from the proper use of sources by its failure to discuss, analyse and acknowledge the influence of another's work. If you have any doubts about what is or is not plagiarism you should consult the detailed notes on avoidance of plagiarism which are included in the University Student Handbook.

Presentation of Work

The conventions described below are those used generally in the academic community. They will make your work easier for the reader to follow, and ensure that the supporting evidence is easy to check. They are simply and quickly learnt.

- As mentioned, all essays should be word processed or typewritten **and proof-read** for spelling and grammar.
- Written work should conform to the style guidelines given in computing classes.
- Please staple your work securely together, use the receipts provided and submit assignments to the essay box. **Please DO NOT use plastic wallets to submit your work.**
- In an unseen examination you will not be able to provide full references or a bibliography in the manner outlined below, but do aim to present a neat, legible, carefully written piece of work (see below, under Examinations).

Bibliographical Details

All written work must include a bibliography of works consulted. This should be presented in alphabetical order, and include author, book title underlined, place of publication, publisher and date. You will receive advice on referencing, footnoting and bibliographies in your computing classes. There are a number of standard systems

(the Library recommends the Harvard system). It is important that the system you use should be consistent.

Details of the exams for which you are entered will be posted on your notice boards. It is your responsibility to check that you have been entered for the correct examinations. If there is a mistake, inform your Course Administrator immediately.

Exams are marked anonymously by numbers. It is therefore very important that you ensure that your correct college number is entered on the exam script.

Absence from Examinations

If you are absent from an examination on medical or compassionate grounds, **you must submit documentary evidence together with a Special Circumstances Form to the Examination Board via the Course Administrator.** (Close bereavement or such circumstances are considered compassionate grounds.) Any correspondence should be marked for the attention of the Chair of the appropriate Examination Board.

If you are absent from an examination for reasons other than medical or compassionate grounds, you will be awarded a mark of zero for that examination.

The Examination Board will consider the circumstances and any accompanying documentation and make its decision based on the facts. Academic Registry will then relay the decision of the Board to the student. (Please consult the Student Handbook for further explanation on these points.)

Examination Technique

It is important to think about what the examiners are likely to be looking for. Do not simply write everything you know about a topic. Practising writing essays under exam conditions is a good way to improve exam technique and gain confidence in writing under pressure. In written exams the important point to remember is to answer the question. Pace your exam correctly so that you have time to answer all the required questions.

You should always bear in mind the importance of avoiding plagiarism and of accurate spelling and grammar. Remember that too short a paper will often result in a low mark. You will receive little credit for notes as substitute for an answer.

You should not use material twice within an examination paper, nor should you duplicate material used on any other paper.

Examination Results

Once results have been determined, they are posted on the relevant Student notice boards. Marks displayed on these boards are deemed to be provisional; final results are confirmed by Academic Registry in writing to all students.

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Postgraduate Enquiries:

MA/Diploma (Journalism only) Enquiries:

Email: JOMECS-Diploma@cardiff.ac.uk

MA (Other) Enquiries

Research Enquiries:

The information given in this handbook is correct at the time of going to press. The Cardiff School of Journalism, Media and Cultural Studies reserves the right to update, improve and modify courses as appropriate