

Learning Waves



Head of Function Training Programme

Radio & Media Product Knowledge

Module Descriptor

**COMHAIRLE NÁISIÚNTA NA
gCÁILÍOCHTAÍ GAIRMOIDEACHAIS**

**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



Consultative Draft Module Descriptor

**Radio & Media Product
Knowledge**

Level 2 22280

February 2005

Level 2 Module Descriptor

Summary of Contents

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

Introduction

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

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

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

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

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

Course providers are encouraged to design programmes which enable learners to develop core skills.

- 1 **Module Title** **Radio & Media Product Knowledge**

- 2 **Module Code** **L22280**

- 3 **Level** **2**

- 4 **Credit Value** **1 credit**

- 5 **Purpose** This module is a statement of the standards to be achieved to gain an NCVA credit in Radio & Media Product Knowledge.
The module is designed to prepare learners on how the radio environment and product works. Learners will also study the range of media products in the market place and understand how to analyse each media in relation to sales.

- 6 **Preferred Entry Level** National Vocational Certificate Level 1, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

- 7 **Special Requirements**None.

- 8 **General Aims**

Learners who successfully complete this module will:

 - 8.1 Understand the product ranges available to radio, eg spot packages, sponsorships, promotions etc.

 - 8.2 Explain the function of radio production in relation to sales.

 - 8.3 Demonstrate knowledge of other radio stations and their place in the market.

 - 8.4 Understand all other competing Media.

- 8.5 Explain how audiences consume Media.
- 8.6 Understand the key strengths of radio.

9	Units	The specific learning outcomes are grouped into 4 units.
	Unit 1	Radio Product Range.
	Unit 2	Radio Production.
	Unit 3	The Media Environment.
	Unit 4	Radio V Other Media.

10 Specific Learning Outcomes

Unit 1 Radio Product Range.

Learners should be able to:

- 10.1.1** Have an in-depth knowledge of the full range of Radio products available for sale (e.g. Spot packages, Outside Broadcasts, Sampling etc.)
- 10.1.2** Demonstrate how Sponsorships and Promotions can work as an effective branding tool for clients.
- 10.1.3** Understand the difference between Branding campaigns and Call to Action campaigns.
- 10.1.4** Understand how premium rate competitions can be a non-traditional source of revenue for a radio station.
- 10.1.5** Design an effective radio campaign for a client using both commercials and other product ranges available (as mentioned in 10.1.1)
- 10.1.6** Develop cost structures for the Radio Product Range.
- 10.1.7** Be aware of the outlay and costs associated with Radio.
- 10.1.8** Use available technology for sending commercials

Unit 2 Radio Production.

Learners should be able to:

- 10.2.1** Explain the function of the Production Department within the Radio station.
- 10.2.2** Define each step in producing a commercial.

- 10.2.3 Put systems in place to increase efficiency within the production department. (Work sheets, databases..etc)
- 10.2.4 Maximise Radio Production as an extra revenue stream.
- 10.2.6 List ways on how to keep production costs at a minimum.
- 10.2.7 Have a clear understanding on how Radio production can be used as a selling tool.
- 10.2.8 Have a clear understanding of the music authorized for commercials in their stations and be able to give examples of sound effects for such

Unit 3 The Media Environment.

Learners should be able to:

- 10.3.1 Define the Objectives of Advertising.
- 10.3.2 Give an overview of the Media Environment in Ireland
- 10.3.3 Give an overview of the Radio Market, ie: number of Independent stations in Ireland and what areas of the country they cover, names of Key Personnel etc.
- 10.3.4 Identify ways in which Media produce and position their messages.
- 10.3.5 Explain how audiences consume Media.
- 10.3.6 List the Media Agencies and their Media Directors
- 10.3.7 Demonstrate an understanding of how Advertising Agencies buy Radio.
- 10.3.8 Demonstrate an understanding of the Advertising guidelines and be aware of what is prohibited and what is not under such guidelines.
- 10.3.9 Explain the differences between full agency and creative agency

Unit 4 Radio V Other Media.

Learners should be able to:

- 10.4.1 List the main advantages & disadvantages of radio.
- 10.4.2 List the main competitors based in traditional and non-traditional media market.
- 10.4.4 Describe and define the advantages and disadvantages of all the traditional and non-traditional media sources you have listed.
- 10.4.5 Describe how radio can work in conjunction with the traditional & non-traditional media sources you have listed
- 10.4.6 Define imagery transfer and how it can play a role on a combined TV and radio advertising campaign.

11 Portfolio of Assessment:

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

All assessment is carried out in accordance with NCVA regulations.

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

Summary	Assignments (2)	100%
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11.1 Assignment

The internal assessor will devise two briefs that requires the candidate to produce evidence that demonstrates an understanding and application of the range of specific learning outcomes.

Assignment 1 : The brief for the first assignment will require candidates to demonstrate an understanding of the Advertising guidelines, voice bank and the importance of maintaining details of commercials made on a day-to-day basis.

Evidence presented will include :

Use of technology for sending commercials
Excel sheet/record of all commercials made on a daily basis and details of such

What is prohibited and what is not under the Advertising guidelines
Examples of sound effects and music authorised for commercials

Assignment 2 : The brief for the second assignment will require candidates to demonstrate an understanding of the varying types of media available, knowledge of their own industry and ability to use image transfer.

Evidence presented will include :
List of 10 different media types and the advantages and disadvantages of each
List of local and national stations in the country
Differences between full agency and creative agency
Corresponding radio ad for existing TV ad using image transfer

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1		Radio & Media Product Knowledge L22280 Assignments (2) 100%
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Candidate Name: _____ **NCVA Candidate No.:** _____

Centre: _____ **Roll No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<u>Assignment 1</u>		
Evidence of use of technology for sending commercials	10	
Worksheet/database of daily commercials	15	
Knowledge of the guidelines laid down by the Advertising Standards as to what is prohibited and what is allowed	10	
Display knowledge of voice bank; sound effects and music authorised for use on commercials. 5 examples – birds tweeting cannot use – beeping horn	15	
<u>Assignment 2</u>		
List 10 different media – and 5 advantages and 5 disadvantages of each.		
List all national and local radio stations in the country, and the format of each. List 5 advantages local radio has over national radio	10	
List the top 5 Advertising Agencies; 5 PR Companies; 3 creative agencies and 3 production houses – state the difference between all four.	15	
List the differences between a Full Agency and Creative Agency and the importance of the media planner and the media buyer.	5	
Take a TV ad and write a corresponding radio ad using image transfer	15	
TOTAL MARKS	100	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

Glossary of Assessment Techniques

- Assignment** *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*
- Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.
- Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.
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- Collection of Work** *A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*
- Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.
- This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc
-
- Examination** *A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*
- Examinations may be:
- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
 - oral, testing ability to speak effectively in the vernacular or other languages
 - interview-style, assessing learning through verbal questioning, on one-to-one/group basis
 - aural, testing listening and interpretation skills
 - theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

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

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

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

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

Projects may involve:

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

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

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

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

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

Skills

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

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

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

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

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

NCVA Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All NCVA assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4 Assessment techniques in NCVA modules are valid in that they test a range of appropriate learning outcomes.
- 5 The reliability of assessment techniques is facilitated by providing support for assessors.
- 6 Arising from an extensive consultation process, each NCVA module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.