

Learning Waves



Head of Function Training Programme

News and Current Affairs for Radio

Module Descriptor

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**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



News and Current Affairs for Radio

Level 2 22282

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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** **News, Sport and Talk for Radio**
- 2 **Module Code** **L22282**
- 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 News, Sport and Talk for Radio at Level 2.

The module is designed to enable the learner to gain an in-depth understanding of the mechanics and structure for preparing News, Sport and Talk for Radio.
- 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 mechanics and structure of News, Sport and Current Affairs.
 - 8.2 Understand how a story or item is developed from concept through to presentation, using all available resources.
 - 8.3 Be able to operate 'best practice' at all levels to maximise resources.

8.4

Understand the range of skills needed for research, writing, production & presentation of material in a format that engages the mind in 'the theatre of sound', and links the broadcaster with their audience.

9 Units The specific learning outcomes are grouped into 4 units.

Unit 1 **Diary & Resource Management**

Unit 2 **Writing and sourcing stories for News, Sport and Current Affairs**

Unit 3 **Putting together a talk/current affairs programme**

Unit 4 **Interviewing Techniques & Soundbite Selection**

10 Specific Learning Outcomes

Unit 1 **Diary & Resource Management**

Learners should be able to:

10.1.1 Create and maintain a contacts directory.

10.1.2 Create an archive for quick and easy access to information on ongoing stories

10.1.3 Create and maintain a newsroom diary.

10.1.4 Plan staff rosters to provide maximum cover, i.e for the expected and unexpected, holidays, illnesses etc.

10.1.5 Prioritise markings e.g. courts, councils, press conferences etc. what to attend and why

10.1.6 Conduct air checking and provide feedback to presenters in a constructive manner and on a regular basis

10.1.7 Identify, develop and manage talent as it emerges within the organisation

10.1.8 Understand the main methods used to determine the organisations performance e.g., JNLR etc

10.1.9 Deal with complaints and the 'difficult' listener.

Unit 2 **Writing, sourcing and selecting stories for News, Sport and Current Affairs**

Learners should be able to:

- 10.2.1 Differentiate between broadcast and print copy or print coming from other sources such as wire services or press releases
- 10.2.2 Determine the appropriate house-style for their audience.
- 10.2.3 Cut to the heart of an issue and produce precise, accurate copy.
- 10.2.4 Identify what makes a story 'news'.
- 10.2.5 Use all resources effectively to source news items.
- 10.2.6 Develop a story to maximise its potential.
- 10.2.7 Create a formula to select and prioritise stories.

Unit 3 *Putting together a talk/current affairs programme*

Learners should be able to:

- 10.3.1 Draw up an appropriate and balanced list of subjects/interviewees for a talk/current affairs programme, e.g. what pieces are you doing and why?
- 10.3.2 Know how to source interviewees for a programme
- 10.3.3 Put together a detailed running order containing all necessary information, and provide briefing notes for presenter
- 10.3.4 Understand the relationship between talk/current programmes and the newsroom
- 10.3.5 Understand the role of talk/current affairs programmes in the overall radio station schedule
- 10.3.6 Identify and understand their target audience and also encourage their audience to engage
- 10.3.7 Differentiate and give examples of different programme styles, e.g. current affairs, magazine, specialist interest, sport, live sport, documentaries
- 10.3.8 Explain how scheduling can influence treatment, style and likely broadcast time

- 10.3.9 Appreciate the value of documentary and specialised programming.
- 10.3.10 Recognise the subjects, content, treatment and style likely to be relevant and successful for your station.
- 10.3.11 Understand the pre-production, production and evaluation process in supporting documentary making and ensuring proper time management of the process.

Unit 4 **Interviewing Techniques & Soundbite Selection**

Learners should be able to:

- 10.4.1 Conduct a 'sound-bite' and/or 'vox pop' interview
- 10.4.2 Conduct a programme interview.
- 10.4.3 Understand the techniques required to maximise the interview opportunity.
- 10.4.4 Understand the techniques of voice projection, diction and delivery.
- 10.4.5 Use voice, audio & production techniques to engage the listener with maximum effect and professionally link places.
- 10.4.7 Cope with the unexpected.
- 10.4.8 Have a working knowledge of their equipment, to identify problems and trouble-shoot when things go wrong.

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 (3) 100%

11.1 Assignments (3) The internal assessor will devise three briefs which will require candidates to demonstrate an understanding of the technical and practical knowledge of the mechanics and structure of News, Sport and Current Affairs. The briefs will be based on a range of specific learning outcomes from all units.


Assignment 1: The first assignment provides 30% of the overall mark. The brief will present the candidate with two examples of agency wire copy or outline notes it will instruct them to select one piece and 'sub' it as a short news item, or programme piece for radio.

Assignment 2: The second assignment provides 40% of the overall mark. The brief will instruct the candidate to develop a package from a specific brief; incorporating voice and audio production & presentation skills. The package must contain at least two separate sound-bites, linked by the candidate as presenter.

Assignment 3 : The third assignment will provide 30% of the overall mark. The brief will instruct candidates to develop a running order for a speech programme based on a number of scenarios.

12 Grading

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

<p>Individual Candidate Marking Sheet 1</p>		<p>News and Current Affairs for Radio L22282 Assignments (3) 100%</p>
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Candidate Name: _____ NCVA Candidate No.: _____


Centre: _____ Roll No: _____

Assessment Criteria	Maximum Mark	Candidate Mark
<p>Assignment 1</p> <ul style="list-style-type: none"> • Evidence of selection of a piece of agency wire copy and 'subbing' of such, as a short news item, or programme piece for radio. • Demonstration of editing skills • Thorough understanding of specific house-style in creating precise, accurate copy. 	<p>10 10 10</p>	
<p style="text-align: right;">Subtotal</p>	<p>30</p>	
<p>Assignment 2</p> <ul style="list-style-type: none"> • Development of 2"minute package for radio which includes at least two separate sound-bites • Evidence of linking by the candidate as presenter. • Evidence of voice and audio production and presentation skills. 	<p>10 10 20</p>	
<p style="text-align: right;">Subtotal</p>	<p>40</p>	

Assignment 3		
• Evidence of sourcing material	10	
• Clear running order presented	10	
• Suitability of running order	10	
Subtotal	30	
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:** _____

Individual Candidate Marking Sheet 1		News and Current Affairs for Radio L22282 Assignments (3) 100%
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NCVA Module Results Summary Sheet
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Module Title: News and Current Affairs for Radio
Module Code: L22282

Assessment Marking Sheets		Mark Sheet 1	Mark Sheet 2	Total 100%	Grade*
Maximum Marks per Marking Sheet		100	0		
<i>Candidate Surname</i>	<i>Candidate Forename</i>				

Signed:

Internal Assessor: _____ Date: _____

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

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

Glossary of Assessment Techniques

Assignment

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

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

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

Collection of Work

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

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

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

Examination

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

Examinations may be:

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

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

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

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

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

Projects may involve:

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

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

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

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

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

Skills

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

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

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

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

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

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.