

Learning Waves



Head of Function Training Programme

Information Systems for Radio Sales

Module Descriptor

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**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



Consultative Draft Module Descriptor

**Information Systems for
Radio Sales**

Level 2 22277

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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.

- 9 Units:** **The specific learning outcomes are grouped into 3 units.**
 Unit 1: Computer systems
 Unit 2: Statistical analysis
 Unit 3: Traffic and Accounts

10 Specific Learning Outcomes

Unit 1 Computer Systems
Learners should be able to:

- 10.1.1 List the main computer packages that are most widely used in the office place.
- 10.1.2 Define the main uses for each product listed and their role within a radio sales / admin environment.
- 10.1.3 Understand the basic principles of how to use each of these products, e.g. Powerpoint, Excel, Word etc
- 10.1.4 Understand how information technology can be used on a day-to-day basis, with particular emphasis on the Internet as an effective sales tool.
- 10.1.5 Describe the benefits of Information technology to the modern office environment
- 10.1.6 List the main website addresses relevant to the radio & media industry
- 10.1.7 Demonstrate how to electronically communicate in an efficient manner.
- 10.1.8 Understand the science behind music scheduling software

Unit 2 Statistical Analysis
Learners should be able to :

- 10.2.1 Understand Radio research ; basic principles, methodology and understanding data
- 10.2.2 Conduct cost per thousand(CPT) analysis
- 10.2.3 Understand the industry specific tools available to conduct statistical analyses on listener ship and campaign effectiveness for clients.

- 10.2.4 Understand the term demographic
- 10.2.5 Understand what demographics are most desirable for advertisers and have a basic knowledge of tastes & lifestyles of particular demographics
- 10.2.6 Interpret research figures for the benefit of their specific radio station
- Unit 3** **Traffic and Accounts**
Learners should be able to:
- 10.3.1 Understand the science behind scheduling commercials
- 10.3.2** Understand the importance of scheduling commercials effectively
- 10.3.3 Understand the term 'Zoning'
- 10.3.4** Understand the importance of a traffic system in generating revenue reports and how to interpret these reports
- 10.3.5** Understand the term 'Yield' and it's impact on revenue for the Station
- 10.3.6 Be aware of BCI regulations in relation to minuteage
- 10.3.7** Understand the difference between Promos and Commercials and their impact on above point
- 10.3.8** Appreciate the impact traffic has to the overall sound of the Radio Station (Agency ads together and length of ad breaks etc)
- 10.3.9 Have a good working knowledge of the Accounts department and it's vital role within the Sales department
- 10.3.10** Define the term Communication when referring to the Sales and Accounts departments sharing information.
- 10.3.11** Define the term Credit Control
- 10.3.12** Have the ability to implement a Credit Control system into a Radio System (commission on cash in etc.)
- 10.3.13** Define the terms: Invoice, statement & debtors listing

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%
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[Select 1 –3 assessment technique and use the standard statements below to structure guidelines on assessment]

11.1 Assignment

The internal assessor will devise a brief that requires the candidate to display an understanding of the information systems used within Radio and how such systems can benefit their station.

Assignment 1: The brief for the first assignment will require candidates to demonstrate an understanding of the main computer products available to them.

Evidence presented: Candidates will be required to design a sales target sheet in Excel, design a simple sales presentation in Powerpoint and design a 'special advertising offer' promotion in Word.

Candidates will also be asked to list 10 industry relevant website addresses, list the benefits of Information Technology and the principles of effective electronic communication.

Assignment 2: The second assignment will require candidates to demonstrate an understanding of how to interpret statistical data.

Evidence: Candidates will be presented with listenership figures of a fictional Radio Station and asked to indicate the target demographic of the station and will be asked to conduct a CPT analysis.

Assignment 3: The third assignment requires candidates to demonstrate a knowledge of how the Traffic and Accounts departments function in a radio station.

Evidence: Candidates will be asked to define the term 'yield' and its impact on revenue, they will describe how to schedule Agency & Direct commercials and the impact

on the sound of the station and they will be asked to define the terms Statement and Invoice.

12 Grading

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

Individual Candidate Marking Sheet 1		Information Systems for Radio Sales L22277 Assignments (3) 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 Excel Spreadsheet to design a sales target sheet	10	
Design of simple sales presentation using Powerpoint	10	
Comprehensive understanding of the benefits of IT in the industry	10	
Findings presented appropriately	5	
<u>Assignment 2</u>		
Clear understanding of listenership figures including indication of target audience	10	
Effective completion of CPT analysis	10	
<u>Assignment 3</u>		
Definition of term 'yield' and clear understanding of its impact on revenue	10	
Effective scheduling of agency and direct commercials	10	
Evidence of understanding of the impact of commercials on sound of the station	10	
Definition of terms statement and invoice	10	
Clear presentation of findings	5	
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.

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.