

Learning Waves



Head of Function Training Programme

Music Programme Planning for Radio

Module Descriptor

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**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



Music Programme Planning for Radio

Level 2 22279

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** Music Programme Planning for Radio

- 2 **Module Code** L22279

- 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 Music Programme Planning for Radio at Level 2.

The module is designed to train students in the skills of general programme presenting and commercial production. Many of the skills learned will also be applicable in allied areas of broadcasting.

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

- 7 **Special Requirements** Participants will have at least a basic understanding of broadcasting skills. They will have a suitable voice, be computer literate, have some general music knowledge and a grounding in digital audio editing.

- 8 **General Aims**

Learners who successfully complete this module will:

 - 8.1 Have learned the importance of proper programme planning and preparation of programme content. They will have researched and drawn up a running order for a typical commercial radio station's breakfast or drive-time programme.

- 8.2** Be aware of best practices in regard to proper microphone technique.
- 8.3** Be able to explain common technical terms in use in an on-air and production studio.
- 8.4** Be able to describe the functions of a common studio's equipment and describe the signal path from microphone to transmitter.
- 8.5** Demonstrate the principles of editing using a digital audio workstation. They will have learned how some of the terms used are derived from analogue tape editing, and, the principals of how these systems were used until recently.
- 8.6** Demonstrate best practices with regard to operation of a mixing console and the importance of observing proper monitoring of audio levels.
- 8.7** Describe the principals of a music format and how radio stations utilise playlist systems to manage their music output.
- 8.8** Understand music copyright and the obligations on a broadcaster.
- 8.9** Understand the basic principals of the various Broadcasting Acts, the function of the Industry Regulator (the BCI) and how their rules and codes affect programme and commercial content.

9 Units The specific learning outcomes are grouped into 5 units.

Unit 1	Programme Planning and Preparation
Unit 2	Technical Skills
Unit 3	Best Practices and Studio Theory
Unit 4	History in relation to Radio Industry Development
Unit 5	Regulatory and Legal Obligations

10 Specific Learning Outcomes

Unit 1 Programme Planning and Preparation

Learners should be able to:

- 10.1.1 Explain the importance of proper planning.
- 10.1.2 Devise a programme schedule together with an outline plan of the stations programmes
- 10.1.3 Explain how playlists came about and how they work
- 10.1.4 Outline the constituent parts of the content of typical Breakfast and Drive-time programme on a local commercial radio station.
- 10.1.5 Explain where it would be appropriate to use a pre-recorded programme item in an otherwise live show.
- 10.1.6 Write for radio, when preparing programme links for the spoken, rather than written, word.
- 10.1.7 Understand the importance of proper timing in the realisation of a live show.
- 10.1.8 Develop a music policy for the station
- 10.1.9 Explain the different categories of music and describe how best the will appeal to the majority of listeners

Unit 2 Technical Skills

Learners should be able to:

- 10.2.1 Describe a typical 'on-air' and 'production' studio and differentiate between the two.
- 10.2.2 Describe best practices for good microphone technique.
- 10.2.3 Understand the causes of microphone 'popping'
- 10.2.4 Demonstrate basic skills in using a digital audio workstation.
Describe a typical basic "signal path" from a microphone through to transmitter
- 10.2.5 Be competent with regard to the use of common technical terms used in an on-air and production studio.
- 10.2.6 Read and extract basic relevant data from the relevant sources that indicate the performance of the station, e.g. JNLR, MRBI, TNS etc.

Unit 3 Best Practice and Studio Theory

Learners should be able to:

- 10.3.1 Explain why good microphone technique is important.
- 10.3.2 Demonstrate an understanding of why correct operation of the audio mixing console will improve the programme output to the listener.
- 10.3.3 Explain the importance of good planning and preparation before an on-air broadcast or recording session.
- 10.3.4 Demonstrate how to set-up, coach, and interact well with callers in a live programme involving live on-air calls.
- 10.3.5 Understand the importance of keeping the studio clean and safe.
- 10.3.6 Manage and coach talent that exists within the organisation
- 10.3.7 Provide feedback to presenters on a regular basis and in a constructive manner
- 10.3.8 Monitor a segment of a national radio station and draw a 'format clock' to represent the format

Unit 4 History in relation to Radio Industry Development

Learners should be able to:

- 10.4.1 Describe the main origins of today's music "playlist".
- 10.4.2 Understand the background to the developments of today's broadcasting landscape, and how local broadcasting came to be regulated in the late 80's.
- 10.4.3 Describe the basics of tape systems, analogue editing, and how some of their technical terms used have been adopted in today's digital systems.
- 10.4.4 Explain how music copyrights put obligations on the broadcaster and commercial producer.
- 10.4.5 Demonstrate how to identify the information required by the copyright bodies e.g. IMRO etc and how to complete the necessary paperwork.
- 10.4.6 Demonstrate an understanding of the various Broadcasting Acts and how the various codes and regulations, e.g. BCI codes etc, can affect what can and cannot be said in programme content and commercials.
- 10.4.7 Demonstrate the ability to differentiate programme and commercial content.

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)	60%
	Project	40%

11.1 Assignments

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

Assignment 1 : The brief for the first assignment will require candidates to produce a 5 minute recording on CD or Minidisc.

Evidence presented will include :

- A voice introduction
- Caller on phone
- Editing of song, sound effect and a jingle
- Description and assessment of methodology used

Assignment 2 : The brief for the second assignment will require candidates to monitor a one hour segment of a National Radio Station.

Evidence presented will include :

- Identification of all songs played
- Assessment of the music policy of the station
- Categorisation of songs played
- Format clock to graphically represent the music format

The assignments may be presented in a variety of media, for example written, audio, video, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

11.2 Project

The internal assessor will devise a project brief that requires candidates to demonstrate their ability to produce a programme schedule for a new Irish local commercial Radio Station and to understand the process of implementation and review.

The project brief will focus on a broad range of specific learning outcomes and will require candidates to :

- Compile a programme schedule
- Develop an outline plan of the stations programmes
- Describe how the proposed schedule will satisfy the regulators rules
- Explain the categories of music and give examples of songs that will suit each category

the


Evidence presented will include documentary evidence of

Programme produced.

The project may be undertaken as a group or collaborative piece of work. The individual contribution of each candidate must be clearly identified

12 Grading

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

<p align="center">Individual Candidate Marking Sheet 1</p>		<p align="center">Music Programme Planning for Radio L22279 Assignments (2) 60%</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"> • 5 minute recording presented • Evidence of voice introduction and caller on phone • Inclusion of edited song, sound effect and jingle • Description of methodology and review of such methodology 	<p align="center">10 5 5 10</p>	
<p>Assignment 2</p> <ul style="list-style-type: none"> • Identification of all songs played • Assessment of music policy • Categorisation of songs • Format clock presented 	<p align="center">10 5 5 10</p>	
<p align="right">TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i></p>	<p align="center">60</p>	

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

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

<p align="center">Individual Candidate Marking Sheet 2</p>		<p align="center">Music Programme Planning for Radio L22279 Project 40%</p>
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Candidate Name: _____ NCVA Candidate No.: _____

Centre: _____ Roll No.: _____

Assessment Criteria	Maximum Mark	Candidate Mark
<u>Project</u> <ul style="list-style-type: none"> • Comprehensive programme schedule presented • Detailed outline plan of all programmes • Evidence that the schedule will meet the regulators requirements • Explanation of categories of songs • Examples of songs to suit each category 	<p align="center">10</p> <p align="center">5</p> <p align="center">10</p> <p align="center">10</p> <p align="center">5</p>	
<p align="right">TOTAL MARKS</p> <p><i>This mark should be transferred to the Module Results Summary Sheet</i></p>	<p align="center">40</p>	

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.