The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by FETAC.

Module Descriptor

Radio Programme Production

Level 5 E20137

www.fetac.ie
# Level 5 Module Descriptor

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<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td>Module Code</td>
<td>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.</td>
</tr>
<tr>
<td>Level</td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
</tr>
<tr>
<td>Credit Value</td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
</tr>
<tr>
<td>Purpose</td>
<td>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.</td>
</tr>
<tr>
<td>Preferred Entry Level</td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
</tr>
<tr>
<td>Special Requirements</td>
<td>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.</td>
</tr>
<tr>
<td>General Aims</td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td>Units</td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td>Specific Learning Outcomes</td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
</tr>
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<td>Portfolio of Assessment</td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
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<td>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.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Glossary of Assessment Techniques</td>
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</tr>
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<td>Assessment Principles</td>
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Introduction

A module is a statement of the standards to be achieved to gain an FETAC 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 FETAC 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 Programme Production

2. **Module Code**: E20137

3. **Level**: 5

4. **Credit Value**: 1 credit

5. **Purpose**: This module is a statement of the standards to be achieved to gain an FETAC credit in Radio Programme Production at Level 5. It is a mandatory module for the Level 5 Certificate in Radio Production. It is designed to be taken in conjunction with the modules Sound Engineering and Production E20136 and Media Analysis E20008 where course work and assessment may be integrated.

   The module is designed to provide a wide and comprehensive introduction to the area of radio broadcasting and will establish fundamental radio production competencies, from which the learner may progress to further study and/or training. It has an integrated and holistic approach to the key aspects of production: creative, technical, and administrative.

6. **Preferred Entry Level**: Level 4 Certificate, 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 have a critical awareness of commercial, community and national broadcasting policy in both public service and private sector broadcast institutions

8.2 develop an understanding of the roles and functions of the radio broadcasting institution

8.3 develop creativity and competencies in radio production and presentation

8.4 develop initiative and confidence when working independently and with others

8.5 become familiar with the process, craft and technology of radio broadcasting

8.6 develop good administration and work practices.

9 Units

The specific learning outcomes are grouped into 5 units.

Unit 1 Radio Broadcasting Perspectives
Unit 2 Radio Production and Presentation
Unit 3 Outside Broadcasts and Location Recording
Unit 4 Studio Recording, Editing and Processing
Unit 5 Administration and Work Practice

10 Specific Learning Outcomes

Unit 1 Radio Broadcasting Perspectives

Learners should be able to:

10.1.1 outline the main historical developments in radio broadcasting

10.1.2 differentiate between local, regional, national, and international broadcasting services
10.1.3 explain the different philosophical issues relating to public service and private sector broadcasting

10.1.4 understand the role of pertinent developmental and regulatory bodies involved in radio (eg IRTC, RTÉ Authority, AIRS, AMARC)

10.1.5 understand and apply relevant broadcasting legislation.

Unit 2 Radio Production and Presentation

Learners should be able to:

10.2.1 recognise different radio formats

10.2.2 identify the types of programmes aired in community, state and commercial radio stations targeted at specific audiences

10.2.3 distinguish between different programme formats, including magazine, music, news, current affairs, sports, phone in, documentary, drama, discussion and feature

10.2.4 design clock formats and running orders for specific programme formats

10.2.5 choose appropriate presentation styles for different radio and programme formats

10.2.6 write radio scripts to time

10.2.7 structure and place messages appropriately in a radio production

10.2.8 understand the rudiments of interview styles, including informative, analytical, investigative, emotional and the vox pop

10.2.9 provide production documentation for all stages of the production from planning through research and information gathering, to final broadcast

10.2.10 analyse the effectiveness of radio productions in terms of intended message, relevant audience, and specific chosen style.
Unit 3  
**Outside Broadcasts and Location Recording**

*Learners should be able to:*

10.3.1 assemble an appropriate audio kit
10.3.2 set up and operate location equipment appropriate to task
10.3.3 allocate appropriate crew to specific roles and responsibilities
10.3.4 use hand-held and field microphones ensuring quality despite location problems, e.g. traffic, wind, microphone handling noise
10.3.5 follow good health and safety working practices
10.3.6 be aware of occupiers, employers and public liability issues.

Unit 4  
**Studio Recording, Editing and Processing**

*Learners should be able to:*

10.4.1 operate studio equipment to record to professional broadcast standards, including selecting appropriate cables and connections, balancing multiple sound sources, and maintaining appropriate levels
10.4.2 demonstrate appropriate microphone techniques taking account of types, impedance, directional characteristics, proximity effect, screens and filters, accessories, and placement
10.4.3 operate studio equipment including: audio mixing desk, recording equipment: cassette, ¼" open reel, cartridge machines, mini-disks, mp3, playback equipment: CD and record players, cueing and slip cueing
10.4.4 explain the theory and apply best practice in audio editing including analogue and digital, dubbing, splicing and waveform editing, physical characteristics of tape, magnetic properties, tape transport (speeds, heads, features, cassette)
10.4.5 use sound processing, sound FX and production music libraries where appropriate
10.4.6 work effectively with technologies in both radio on-air and recording studios
10.4.7 be aware of house style and best practice.
Unit 5 Administration and Work Practice

Learners should be able to:

10.5.1 provide full supportive documentation for the radio production to include meeting agendas and minutes, correspondence, scripts, programme timing, clock format structuring, running order, cue sheets, in and out cues

10.5.2 contribute to team meetings dealing with planning and selection of programme ideas

10.5.3 critically analyse the success of programmes in terms of message and intended audience

10.5.4 research and select appropriate programme material with full understanding of credibility of sources

10.5.5 locate and evaluate potential interviewees and contributors

10.5.6 prepare and conduct interviews based on research

10.5.7 work co-operatively and competently in a number of radio production roles

10.5.8 follow programme briefs

10.5.9 draw up personal work schedules and meet deadlines

10.5.10 care for equipment

10.5.11 participate actively ensuring that health and safety procedures are fully adhered to

10.5.12 be aware of performing rights and defamation issues.
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 FETAC regulations. Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary

<table>
<thead>
<tr>
<th>Assignments (2)</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>50%</td>
</tr>
</tbody>
</table>

11.1 Assignments (2)

The internal assessor will devise two briefs that require candidates to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes from units 3 and 4.

Each candidate must produce two 5 minute lightly edited individual programme inserts. These individual assignments may contribute to the overall project or form part of a specified programme content. The inserts should take account of the style of programme and radio station, and should adhere to all professional standards regarding broadcasting legislation and regulations.

All production supporting documentation must be presented showing each stage of the production.

11.2 Project

The internal assessor will devise a project brief that requires candidates to demonstrate:
• understanding and application of concepts in radio programme production
• understanding of the process with production of documentation
• ability to produce a 30 minute radio programme
• time management skills
• teamworking, co-operation, participation.

The project brief will focus on all 5 units. Candidates will be asked to produce a 30 minute small group radio magazine, documentary or creative piece using programming, studio, location and editing skills.

Group size guideline 3-6 people. The individual contribution of each candidate must be clearly identified. The project may form an integrated assignment with the module Sound Engineering and Production E20136.
Evidence presented will include:

• log of planning, alterations to design, work undertaken, ongoing evaluation
• research notebooks, support studies
• production documentation
  - meeting agendae and minutes
  - crew roles and responsibilities
  - clock formats, running orders and programme schedules
  - essential equipment lists
  - policy on health and safety
• tapes from pre and post production stages
• final recorded radio production
• analysis of programme effectiveness.

12 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65 - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80 - 100%</td>
</tr>
</tbody>
</table>
Candidate Name: ________________________________  PPSN.: ________________________
Centre: __________________________________________________  Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective operation and safe use of equipment and technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clear awareness of public liability, health and safety issues</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• appropriate style and structure of insert for programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• scripts written to time, appropriate presentation and/or interview style</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• careful maintenance of all production documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• provision of production analysis in relation to brief</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Assignment 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective operation and safe use of equipment and technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clear awareness of public liability, health and safety issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriate style and structure of insert for programme</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• scripts written to time, appropriate presentation and/or interview style</td>
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<td></td>
</tr>
<tr>
<td>• careful maintenance of all production documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• provision of production analysis in relation to brief</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

*This mark should be transferred to the Module Results Summary Sheet*

Internal Assessor’s Signature: _____________________________  Date: ___________

External Authenticator’s Signature: ___________________________  Date: ___________
Individual Candidate Marking Sheet 2  |  Radio Programme Production E20137  
|--------------------------------------|-------------------------------------|

Candidate Name: ________________________________  PPSN.: ________________________
Centre: __________________________________________________  Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>• critical interpretation of project for specific type of radio station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• application of relevant broadcast legislation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• use of appropriate programme format</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of appropriate presentation and/or interviewing techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• coherent structure of radio programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• careful allocation of roles and responsibilities for crew</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriate production for intended audience function</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• comprehensive operation of studio equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• comprehensive operation of location equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective use of microphones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• effective use of processing equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• careful and safe use of equipment</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• detailed recording of production documentation, personal work plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• comprehensive contribution to production planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• critical evaluation of production in line with brief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• critical evaluation of personal and team contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• programme produced on time, deadlines met</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL MARKS</strong></td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

*This mark should be transferred to the Module Results Summary Sheet*

Internal Assessor’s Signature: ________________________________  Date: ____________

External Authenticator’s Signature: ________________________________  Date: ____________
# FETAC Module Results Summary Sheet

**Module Title:** Radio Programme Production  
**Module Code:** E20137

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>D: 80 - 100%</td>
</tr>
<tr>
<td>M: 65 - 79%</td>
</tr>
<tr>
<td>P: 50 - 64%</td>
</tr>
<tr>
<td>U: 0 - 49%</td>
</tr>
<tr>
<td>W: candidates entered who did not present for assessment</td>
</tr>
</tbody>
</table>

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 FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.
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.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC 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 FETAC 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 FETAC 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.
The development of the National Qualifications Framework is funded by the Department of Education and Science with assistance from the European Social Fund as part of the National Development Plan 2000-2006.