

Qualification specification

NCFE Level 1 Award in Radio
QN: 601/4177/3

This qualification is now withdrawn

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 3 October 2018). Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
V3.0	October 2018	First publication
V3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 11).
V3.1	June 2022	<p>Information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Award in Radio.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the qualifications page on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Award in Radio.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/4177/3.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is part of Foundation Learning.

Things you need to know

- Qualification number (QN): 601/4177/3
 - Aim reference: 60141773
 - Total Qualification Time (TQT): 60
 - Guided learning hours (GLH): 60
 - Credit value: 6
 - Level: 1
 - Assessment requirements: internally assessed and externally moderated portfolio of evidence
-

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.
-

Aims and objectives of this qualification

This qualification aims to:

- provide an introduction to radio
- develop technical skills and knowledge within radio
- provide a supportive progression route into further learning.

The objective of this qualification is to help learners to progress onto a Level 2 qualification in Radio or other related qualifications.

Entry guidance

This qualification is designed for learners who wish to develop technical skills and knowledge in radio.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level 3 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

This qualification is suitable for learners aged pre-16 and above. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded the Level 1 Award in Radio, learners are required to successfully complete **one** mandatory unit and **3** optional units.

Mandatory unit

- Unit 01 Record, edit and produce audio for radio (3 credits)

Optional units

- Unit 02 Develop and use radio news research skills (1 credit)
- Unit 03 Develop and use radio presentation skills (1 credit)
- Unit 04 Explore employment opportunities in the radio industry (1 credit)
- Unit 05 Understand the role of a radio production assistant (1 credit)
- Unit 06 Develop and use radio production assistant skills (1 credit)

The learning outcomes and assessment criteria for each unit are provided in Section 3.

To achieve the Level 1 Award in Radio, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Radio
- Level 1 and 2 Awards in Podcasting
- Level 1 and 2 Music Technology qualifications
- Level 2 Creative Media qualifications
- Level 2 Media Techniques
- Apprenticeship in Creative and Digital Media

It may also be useful to learners studying qualifications in the following sectors:

- Media and Communication
 - Arts, Media and Publishing
-

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications <https://register.ofqual.gov.uk> and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this/these qualification/s must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Resource requirements

To assist in the delivery of this qualification, centres/learners should have access to:

- Audio recording equipment
- A laptop, PC or tablet computer
- Audio editing software

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills

Section 4 shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

This qualification has been mapped against the relevant Radio NOS. More detailed mapping is provided in Section 5.

Section 2

Assessment and moderation

Assessment and moderation

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 1 Award in Radio is internally assessed.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 3.

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Section 3

Structure and content

Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit summaries

Unit 01 Record, edit and produce audio for radio (R/506/6426)

In this unit learners will explore the various aspects of audio production for radio. They will develop a suite of knowledge and practical skills in microphone use, audio editing and radio production.

Guided learning hours: 30

Credit value: 3

Level: 1

This unit is **mandatory**

Unit 02 Develop and use radio news research skills (L/506/6425)

In this unit learners will acquire the skills and knowledge required to research, produce and present an item for a radio news programme.

Guided learning hours: 10

Credit value: 1

Level: 1

This unit is **optional**

Unit 03 Develop and use radio presentation skills (J/506/6424)

In this unit learners will have the opportunity to develop their presentation skills through writing, presenting and evaluating their own radio programme item.

Guided learning hours: 10

Credit value: 1

Level: 1

This unit is **optional**

Unit 04 Explore employment opportunities in the radio industry (Y/506/6427)

In this unit learners will have the opportunity to explore various aspects of employment in the radio industry through the investigation of job roles and development of research skills.

Guided learning hours: 10

Credit value: 1

Level: 1

This unit is **optional**

Unit summaries (cont'd)

Unit 05 Understand the role of a radio production assistant (D/506/6428)

In this unit learners will explore the key aspects behind the role of a radio production assistant, identifying the knowledge and skills required to make an effective contribution.

Guided learning hours: 10

Credit value: 1

Level: 1

This unit is **optional**

Unit 06 Develop and use radio production assistant skills (H/506/6429)

In this unit learners will develop and perform tasks common to the role of a radio production assistant, working collaboratively with others to build their practical and communication skills.

Guided learning hours: 10

Credit value: 1

Level: 1

This unit is **optional**

Unit 01 Record, edit and produce audio for radio (R/506/6426)

The learner will:

- 1 Know how to record audio for radio

The learner can:

- 1.1 Outline how sound behaves in different environments
 - 1.2 Identify resource requirements for an audio recording
 - 1.3 Outline key types of microphone, their storage and handling
 - 1.4 Record audio using a recording device
 - 1.5 Review the finished audio
-

The learner will:

- 2 Be able to edit an audio recording

The learner can:

- 2.1 Open digital audio files in a chosen editing software
 - 2.2 Perform simple editing operations to meet the radio production requirements
 - 2.3 Save edited audio and export to back-up storage
-

The learner will:

- 3 Understand radio production terminology and legalities

The learner can:

- 3.1 Identify terminology used with radio production
 - 3.2 Outline copyright issues that may affect use of media in radio production
 - 3.3 Locate, download and playback a legitimate audio file
-

The learner will:

- 4 Be able to work safely

The learner can:

- 4.1 Outline appropriate safe working practices

Unit 01 Record, edit and produce audio for radio (R/506/6426) (cont'd)

Assessment guidance

Types of evidence: learner report, professional discussion

Assessment criteria: 1.1–1.3, 1.5, 3.1, 3.2, 4.1

Additional information: assessment of underpinning knowledge can be conducted using a range of methods including logs, reports and discussion.

Learner reports could be used to provide a record of practical activity when they're independently verified for authenticity, but observation evidence should be given preference whenever possible. Learner reports used in this way should usually be accompanied by examples of recorded audio.

The learner will need to specifically supply information to underpin any practical findings of how sound behaves in a variety of environments, for example, small rooms, large spaces, indoors, outdoors, hard reflective surfaces and soft absorbent surfaces.

Terminology associated with radio production may include hardware and software resources, for example, computers, cart machines, hard disk storage devices, radio automation software audio file format protocols and program content elements (jingles and stings).

Evaluations of the finished recording need to contain an element of critical analysis and not just a description of the technique or process.

Type of evidence: written or oral questioning

Assessment criteria: 1.1–1.5, 2.1–2.3, 3.1–3.3, 4.1

Additional information: wherever possible, evidence gained from observation and/or assessment of products is preferred. However, assessment of all of this unit's activity can be conducted using oral or written questions, where the questions relating to practical criteria concentrate on 'how' the learner achieved them.

In any case, examples of recorded audio should be available.

Unit 01 Record, edit and produce audio for radio (R/506/6426) (cont'd)

Assessment guidance (cont'd)

Types of evidence: Assessor observation notes, expert witness testimony

Assessment criteria: 1.2–1.4, 2.1–2.3, 3.1, 3.3

Additional information: the most effective method for confirming competent practice is through the observation of actual production techniques.

Observation records are not suitable as the only source of evidence and will need to be supplemented by video/audio recordings to aid the authenticity and validity of evidence

Type of evidence: product evidence

Assessment criteria: 1.4, 3.3

Additional information: this unit requires the learner to record audio. Examples of recorded audio, verified as the work of the learner, should be provided to support reports/responses to questioning.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Develop and use radio news research skills (L/506/6425)

The learner will:

- 1 Be able to contribute to the creation of news reports

The learner can:

- 1.1 Write text for a news report
- 1.2 Develop a news programme schedule
- 1.3 Identify sources for news item research
- 1.4 Research straightforward news items covering familiar subjects
- 1.5 Present items for a news-based radio programme

Unit 02 Develop and use radio news research skills (L/506/6425) (cont'd)

Assessment guidance

Types of evidence: product evidence, script

Assessment criteria: 1.1

Additional information: any text used as evidence should either be wholly the work of the learner or feature a significant and identified contribution from them.

Any subject can form the basis of the report and, if required, fictional subject matter may be used to form the basis of the report.

Types of evidence: programme schedule or other planning documents

Assessment criteria: 1.2

Additional information: any production planning documents used as evidence should clearly indicate the contribution of the learner. Minutes of meetings and professional discussions may be used here to form part of the planning evidence requirements.

Types of evidence: product evidence, research material

Assessment criteria: 1.3, 1.4

Additional information: any research material used as evidence should be confirmed as the work of the learner. Research sources need to be evidenced as being current and may take the format of books, journals, web sites, or audio/video recordings.

Types of evidence: product evidence, recording of news item presentations

Assessment criteria: 1.5

Additional information: the learner should provide evidence of more than one news item presentation to show continuity. The production activity is expected to involve an actual broadcast of a news-related show or segment. Activities may be simulated if obtaining evidence from an actual production presents significant difficulties. Group work will need to show detailed evidence for each learner and their ability to produce news items for a radio

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 03 Develop and use radio presentation skills (J/506/6424)

The learner will:

- 1 Be able to present a radio item

The learner can:

- 1.1 Write a short script for a straightforward programme item covering familiar subject materials
- 1.2 Present a radio item
- 1.3 Meet relevant radio broadcast laws and station guidelines governing presentation style and content
- 1.4 Review the programme item against production requirements/expectations

Unit 03 Develop and use radio presentation skills (J/506/6424) (cont'd)

Assessment guidance

Types of evidence: product evidence, script

Assessment criteria: 1.1

Additional information: the script should be 100–200 words long or 2 minutes in duration. Any text used as evidence should be either wholly the work of the learner or feature a significant and identified contribution from them. Familiar subject matter could be musical or news-related. Hobbies and interests, such as sports or local clubs may be included.

Types of evidence: learner report, programme review

Assessment criteria: 1.4

Additional information: the learner is expected to evaluate the programme item that they've presented. This can take the form of formal or informal discussion, a meeting or questionnaire. An element of critical analysis will be required here and not just a description of techniques or process.

Types of evidence: product evidence, recording of news item presentations

Assessment criteria: 1.2, 1.3

Additional information: important - evidence must clearly indicate that the learner has met assessment criteria 1.2 and 1.3. Video and audio recordings may be used to underpin an observation record. Group work will need to show detailed evidence for each learner and their ability to present a radio programme.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 04 Explore employment opportunities in the radio industry (Y/506/6427)

The learner will:

- 1 Understand the main features of typical job roles within the radio production industry

The learner can:

- 1.1 Identify sources of information about jobs in the radio industry
- 1.2 List the key roles and responsibilities of typical jobs in the radio industry
- 1.3 Identify the skills, experience and personal qualities that are likely to be required in a chosen job role within the radio industry

Unit 04 Explore employment opportunities in the radio industry (Y/506/6427) (cont'd)

Assessment guidance

Type of evidence: learner report

Assessment criteria: 1.1–1.3

Additional information: assessment of underpinning knowledge can be conducted using a range of methods such as logs, reports and discussions. For assessment criterion 1.2, learners should list the roles and responsibilities of at least 2 jobs and then pick one to focus on for assessment criterion 1.3.

Sources of information may be gathered from books, journals, websites, video and audio recordings.

Type of evidence: written or oral questioning

Assessment criteria: 1.1–1.3

Additional information: assessment of some underpinning knowledge can be conducted using oral or written questioning. For assessment criterion 1.3, learners can be filmed talking about specific job requirements. Audio recordings may also be used to underpin witness statements and observation records.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 05 Understand the role of a radio production assistant (D/506/6428)

The learner will:

- 1 Understand key aspects of the role of radio production assistant

The learner can:

- 1.1 Give examples of different types of radio station
- 1.2 Describe the typical roles and responsibilities of a radio production assistant
- 1.3 Identify current sources of information for research purposes
- 1.4 Describe key licensing and copyright issues involved in obtaining digital audio material for use in radio productions
- 1.5 Describe health and safety requirements relevant to the production assistant's role

Unit 05 Understand the role of a radio production assistant (D/506/6428) (cont'd)

Assessment guidance

Types of evidence: learner report, professional discussion

Assessment criteria: 1.1–1.5

Additional information: assessment of underpinning knowledge can be conducted using a range of methods, such as logs, reports and discussion. Evidence may be presented as written text or audio/video recordings. Copyright issues may include PRS, MCPS, unlicensed dance remixes or heavily sampled material.

Type of evidence: written or oral questioning

Assessment criteria: 1.1–1.5

Additional information: assessment of some underpinning knowledge can be conducted using oral or written questioning.

Types of evidence: research material and notes

Assessment criteria: 1.1–1.5

Additional information: any research material used as evidence should be confirmed as the work of the learner. Different types of radio stations to research may include the subject matter (eg sports, music or current affairs), the format of the station (internet-based or using a transmitter - FM/MW) and the demographic of their listeners.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 06 Develop and use radio production assistant skills (H/506/6429)

The learner will:

- 1 Be able to carry out the roles and responsibilities of a radio production assistant to support the creation of a radio programme

The learner can:

- 1.1 Carry out programme research activity
- 1.2 Contribute to the care and management of guests and contributors
- 1.3 Ensure that resources used in the production of radio programmes are available to the production team when required
- 1.4 Assist in the radio programme production process as defined by the roles and responsibilities typical of the station type
- 1.5 Evaluate their role as part of the production process

Unit 06 Develop and use radio production assistant skills (H/506/6429) (cont'd)

Assessment guidance

Types of evidence: learner report, professional discussion, evidence of current research sources

Assessment criteria: 1.1–1.5

Additional information: assessment of any underpinning knowledge can be conducted using a range of methods including logs, reports and discussion. Evidence may be presented as written text or audio/video recordings and must include a critical analysis of the production process.

Type of evidence: written or oral questioning

Assessment criteria: 1.2–1.4

Additional information: assessment of some underpinning knowledge can be conducted using oral or written questions. This may be evidenced visually or by audio recording.

Types of evidence: Assessor observation notes, expert witness testimony

Assessment criteria: 1.2–1.4

Additional information: the most effective method for confirming competent practice is via observation of the learner acting as a production assistant. The testimony of expert witnesses may be used where first hand evidence is difficult or impossible to obtain. The production activity is expected to involve an actual broadcast or the recording of a show suitable for broadcast. However, activities may be simulated if obtaining evidence from an actual production presents significant difficulties. Group work will need to show detailed evidence for each student and their ability to assist in radio production as defined by standard roles and responsibilities.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

English
All units

Mathematics
Unit 01

ICT
Units 01, 03, 04, 05

PLTS Independent Enquirers
Units 01, 03, 04, 05

PLTS Creative Thinkers
Units 02, 06

PLTS Reflective Learners
Units 01, 02, 06

PLTS Team Workers
Units 02, 03, 06

PLTS Self-managers
Units 02, 03

PLTS Effective Participators
Units 01, 02, 03, 04, 05

For further information please contact a member of the Product Development team.

Section 5

Links to National Occupational Standards

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in Radio. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

Creative Skillset Standards for Radio Content Creation.

NCFE unit number/title	NOS unit number/title
Unit 01 Record, edit and produce audio for radio	RC14 Record audio on location and in studio
Unit 02 Develop and use radio news research skills	RC6 Undertake research for radio
Unit 03 Develop and use radio presentation skills	RC29 Present a radio programme
Unit 04 Explore employment opportunities in the radio industry	RC2 Research the structure of the radio industry
Unit 05 Understand the role of a radio production assistant	RC6 Undertake research for radio
Unit 06 Develop and use radio production assistant skills	RC20 Assist with radio productions

Section 6

Explanation of terms

Explanation of terms used at Level 1:

(not all verbs are used in this qualification)

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

Section 7

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website:

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***