



Higher National Unit specification: general information

This Graded Unit has been validated as part of the **HND Creative Industries: Radio**. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title: Creative Industries: Radio: Graded Unit 2

Graded Unit code: FF45 35

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Publication date: September 2011

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Graded Unit is intended to assess whether the candidate has an advanced knowledge of the main aims of the HND Creative Industries: Radio, namely:

1. To further develop the Knowledge and Skills gained in HNC Creative Industries: Radio.
2. To prepare candidates for a wide range of multi-skilled employment in related radio occupations at an appropriate level.
3. To further develop a deeper knowledge and practice of specialist technical and production skills relating to the roles and responsibilities of radio production.
4. To further develop knowledge of the context, working practices and organisations within the creative industries.
5. To develop a deeper knowledge of self employment, business and management issues in the Creative Industries.
6. To prepare candidates for progression to further study.

General information (cont)

Recommended prior knowledge and skills

Graded Unit 2 is the final element of the HND Creative Industries: Radio and is designed to use skills developed during the course.

It also provides an opportunity for integrated assessment of Units delivered across the course. For example, if the given task is to produce a complex outside broadcast, the production tasks explicit in the Graded Unit would be accompanied by the technical skills required to receive, rig and broadcast from the chosen location.

Graded Unit 2 should not be attempted in isolation. It should be set towards the end of the HND Creative Industries: Radio, with the candidate having already completed the majority of the course.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill components None

Assessment

This Graded Unit will be assessed by the use of a practical assignment. The developed practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

While this Graded Unit should be undertaken and submitted on an individual basis, it is recognised that radio production is a team activity and many parts of the assignment will be carried out as part of a team.

Centres can devise an assessment instrument appropriate to the resources available and the method of delivery. Candidates should attempt a complex production integrating a variety of challenges they have studied in the course of their HND. The instrument should include a selection of level 8 skills, for example:

- ◆ Complex studio operations
- ◆ Outside broadcast skills
- ◆ Live 'breaking news' event coverage
- ◆ Drama
- ◆ Complex multi-track audio editing

General information (cont)

The chosen assignment must be delivered to a deadline using a defined set of resources.

The Graded Unit is concerned with more than operational skills and the practical aspects of the production. It also provides candidates an opportunity to demonstrate interpersonal and management skills in a pressurised situation.

Since the Core Skill of Problem Solving at SCQF Level 6 is embedded in this Unit, it is strongly recommended that you follow the assessment guidelines given. If you wish to use a different assessment model, you should seek prior verification of the assessment instrument(s) you intend to use to ensure that the Core Skill is still covered.

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Conditions of assessment

The candidate should be given a date for completion of the Practical Assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any re-assessment of stages must be undertaken before proceeding to the next stage.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ Variables which are complex or unfamiliar
- ◆ Relationships which need to be clarified
- ◆ A context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ Analyse the task and decide on a course of action for undertaking the project.
- ◆ Plan and organise work and carry it through to completion.
- ◆ Reflect on what has been done and draw conclusions for the future.
- ◆ Produce evidence of meeting the aims which this Graded Unit has been designed to cover:
 - Identify a suitable mix of broadcasting content for a complex programme.
 - Incorporate challenging technical requirements (eg Outside broadcast, multiple outside sources or complex live sound balancing).
 - Consider the research and recording tasks involved in producing the programme and make decisions on a course of action for undertaking appropriate tasks, including Health and Safety factors.
 - Make choices regarding programme content, taking into account such factors as audience, duration, linking, contrast, variety of voices, programme structure, segments and inserts, effects, broadcasting conventions, compliance requirements and overall production values.

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- Generate appropriate fallback plans to cover for production problems.
- Produce a script and running order for the entire sequence.
- Studio or location production/direction (where appropriate).
- Operational achievement of production goals (where appropriate).

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

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Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related ◆ demonstrates an accurate and insightful interpretation of the project brief ◆ is highly focused and relevant to the tasks associated with the project brief ◆ is clear and well structured throughout and language used is of a high standard in terms of level, accuracy and programme category ◆ effectively consolidates and integrates required knowledge and skills ◆ includes all relevant paperwork and documentation including: <ul style="list-style-type: none"> — metadata for playout systems and RDS website text — metadata for online and digital transmission — possible cuts for timing — presentation/continuity details — technical information ◆ demonstrates an advanced level of development in the creative process and an ability to articulate this self development in evaluation which is consistently referred back to original brief and pitch, indicating how the project has developed over time. 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard ◆ demonstrates an acceptable interpretation of the project brief ◆ is focused and relevant to the tasks associated with the project brief ◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and programme category ◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency ◆ includes the minimum paperwork and documentation required ◆ demonstrates a satisfactory level of development in the creative process and some ability to articulate this self development in evaluation.

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

NOTE: The candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

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Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

NOTE: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit. Points in italics are included to represent where higher grades might be gained.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning	<p>Pre-Production</p> <ul style="list-style-type: none"> ◆ Evidence of analysing what is involved in the project, including Health and Safety parameters. ◆ Evidence of developing an overall ethos for the production. ◆ A justification for the development of this approach. ◆ Evidence of pitching the idea for the programme to the designated editor. ◆ A detailed production plan and timeline including: <ul style="list-style-type: none"> — production team roles and responsibilities — other key personnel — tasks — technical requirements — other logistical requirements — compliance. ◆ Evidence of preparatory research into the project — including, for example: <ul style="list-style-type: none"> — location recce — potential contributors — archive audio — sfx — research using electronic and non-electronic sources — comparison with other media on similar subjects. ◆ 25% <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

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Project stage	Minimum Evidence Requirements
Stage 2 — Developing	<p>Production and post-production</p> <ul style="list-style-type: none"> ◆ Evidence of interim and final running order, timed if appropriate. ◆ Scripts and any supporting notes for all inserts produced for the programme, including compliance information. ◆ Final script for the programme. This should be correctly formatted and may include: <ul style="list-style-type: none"> — insert ins, outs & durations — be timed — any music, fx and other cues. ◆ Allocation of team roles and responsibilities. ◆ Documented evidence of monitoring and management of communication and meetings. ◆ Finished recording programme that has either been: <ul style="list-style-type: none"> (a) satisfactorily distributed or (b) agreed ready for post production with alternative takes where necessary. ◆ Evidence of editing notes for any post production phase, which may include: <ul style="list-style-type: none"> — sfx — music — vocal tidies — retakes. ◆ A finished programme and associated paperwork, including: <ul style="list-style-type: none"> — Compliance information — Programme as Broadcast (PasB) form. ◆ 50% <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

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Project stage	Minimum Evidence Requirements
<p>Stage 3 — Evaluating</p>	<p>An evaluation of the effectiveness of the approach/strategy taken which includes all stages of the activity, ie analysis of the activity, the planning and organisation of the activity and its Outcome.</p> <p>The evaluation should include:</p> <ul style="list-style-type: none"> ◆ Identification of the criteria on which to base the evaluation. ◆ Effectiveness of the pre production phase, including the areas mentioned at phase 1 above. ◆ Problems identified and alternative strategies adopted during production phase. ◆ Problems identified and alternative strategies adopted during post-production phase. ◆ Analysis of personnel involved in production, their roles and overall contribution including: <ul style="list-style-type: none"> — effectiveness of communication — ease of management — ability to contribute to the team. ◆ Evaluation of the finished production. Referred back to values identified in the original pitch and commission. ◆ Recommendations for changes to be made in future productions, including: <ul style="list-style-type: none"> — original idea — research — content generation — ongoing and post-production — team management. ◆ 25%
	<p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

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Support Notes

The Graded Unit should be assessed by a practical project that:

- ◆ Mirrors current practice in the radio industry
- ◆ Demonstrates the skills developed during the HND

For example, candidates might be asked to produce a complex scripted documentary which includes multiple interviews, location fx and a narrator. This would demonstrate the skills noted above.

Another scenario might be a complex outside broadcast. Candidates would face the issues involved in planning not just the content but in marshalling the technical resources required to mount the production. This, mixed with the pitching of the idea, scripting, health and safety issues and other elements required to realise the production would meet the requirements of the Unit.

The design of the assessment should give the candidate the maximum room to express their ideas and creativity while producing the content.

Graded Unit 2 gives centres the opportunity for candidates to suggest their own projects and work in different roles in parallel projects, each working towards their individual portfolio. Care should be taken to ensure that where a candidate proposes their own project that it present sufficient opportunities to develop evidence for the Graded Unit at the appropriate level (SCQF level 8).

Assessors should bear in mind that while the final result is a finished piece of content, the Graded Unit assesses the process and the quality of the candidates approach to it rather than the final product. This mirrors broadcast practice, where content can be commissioned and produced but occasionally not broadcast.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Core Skills statement updated.	27/09/11

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General information for candidates

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Graded Unit 2 is designed to take the skills you have learned in your HND so far and put them to use. Your tutor will have devised a real-world scenario which will require you to work both as part of a programme making team and as an individual. In both circumstances, you are expected to use your experience and skills to inform your approach to the task.

You should be aware that while the project involves you creating content, it is the *process* that matters above all. So questions of how you interpreted the original brief are as important as how your approach evolved over time. Your research both into the content and its technical realisation is important, so you should keep it for reference. If you had to abandon an idea that didn't work out, this mirrors the challenges programme makers face every day. You should keep detailed notes of what happened — and when.

When you come to make your content you should approach the task in as professional a manner as possible, taking care to note what you did for future reference. If your task involves live or as-live programme making, things will go wrong. Try to capture that and your response to live problems.

Content delivery will be to a standard laid down by your tutor. You should follow this guidance closely, especially where programme details are required.

Having researched, pitched and produced your content you then need to evaluate it. What went well, what went badly and why? If you were to undertake a similar challenge again how would you change your approach? This debrief is key to understanding how great content is made and a great deal of importance is placed on evaluation when you get your final mark.