



Higher National Unit specification: general information

Unit title: Music Scheduling

Unit code: FT6C 35

Superclass: KA

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Unit purpose

This Unit is designed to allow candidates to develop their knowledge and skills of music scheduling. The candidate will develop an understanding of how music policy is applied within radio stations and of the policy can differ for different programmes, times of day and target audiences. They will also develop an understanding of how music scheduling software is used and finally they will have an opportunity to apply this knowledge and skills by developing a music policy for a given station/programme.

On completion of the Unit the candidate should be able to:

- 1 Analyse music policy.
- 2 Explain the key features of popular music scheduling software.
- 3 Devise music policy.

Recommended prior knowledge and skills

Access to this Unit is at the discretion of the delivering centre however candidates would benefit from having a good basic understanding of music radio and its relationship with target audiences. This could be demonstrated by possession of Unit *DM19 34: Radio Music Programme Production* at SCQF level 7 or equivalent.

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 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.*

General information (cont)

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

This Unit is delivered as part of the HND in Creative Industries: Radio. It is likely to be taught and assessed within the subject area of that Group Award. However, it may also be delivered on a stand-alone basis, or as part of a limited package of HN Units from the award, to candidates interested in, for example, community or online radio.

Assessment

Outcome 1 involves students listening to and then logging at least an hour of a music broadcaster's output. It can be assessed as a 500 word essay or oral presentation on a station's use of music.

Outcome 2 could be assessed using a written and or recorded oral submission. It should be treated as a closed-book assessment.

Outcome 3 could be assessed in two parts:

- 1 The candidate's rationale for the music policy they have created.
- 2 The log, or audio music sweep, for a three hour sweep of the given station. The three hour target is to allow candidates to demonstrate some degree of music rotation and separation by rules.

Higher National Unit specification: statement of standards

Unit title: Music Scheduling

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Outcome 1

Analyse music policy.

Knowledge and/or Skills

- ◆ Logging
- ◆ Target audience
- ◆ Current/gold mix
- ◆ Categories
- ◆ Clock design

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Accurately log a minimum of one hour of a music broadcast and produce a programme log or clock showing the position of:
 - music
 - links
 - imaging elements
 - news & other PSA elements
 - presenter talk-ups
 - commercials
- ◆ Analyse the stations music policy with regard to:
 - target audience
 - appropriateness of music for the target
 - speech/music mix
 - categorisation of music selection

Assessment Guidelines

This Outcome could be assessed through the production of a written and/or recorded oral report of approximately 500 words or equivalent supported by a log of a minimum of one hour of music broadcast.

Higher National Unit specification: statement of standards (cont)

Unit title: Music Scheduling

Outcome 2

Explain the key features of popular music scheduling software.

Knowledge and/or Skills

- ◆ Automatic Rotation
- ◆ Manual Scheduling
- ◆ Categories/Levels/Packets/Fallback
- ◆ Rules:
 - breakability
 - artist, artist group, title separation
 - gender
 - tempo
 - genre
 - sound code
- ◆ Sort Order
- ◆ Reconciliation
- ◆ Integration with automation

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the key concepts used in software music schedulers as noted in Knowledge and Skills above.

Evidence should be generated under closed-book conditions.

Assessment Guidelines

This Outcome could be assessed through a written or recorded oral assessment.

Higher National Unit specification: statement of standards (cont)

Unit title: Music Scheduling

Outcome 3

Devise music policy.

Knowledge and/or Skills

- ◆ Target audience
- ◆ Appropriateness of:
 - era
 - genre(s)
 - tempo
- ◆ Universe
- ◆ Category size
- ◆ Predicted turnover

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can produce:

- 1 An overview of a music policy devised for a radio service provided by the assessor, indicating the overall sound required and the policy techniques used to arrive at it.
- 2 A three-hour example log of what the music scheduled on the station would be, based on the music policy.

Assessment Guidelines

This assessment can be assessed in a number of ways at the choice of the centre, but the evidence must include:

- ◆ Music policy statement for the given radio station accompanied by a rationale for decisions made.
- ◆ Three hour music log.

Higher National Unit specification: support notes

Unit title: Music Scheduling

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The purpose of this Unit is to equip students with the ability to devise and implement music policy in a radio station. Due to the plethora of software scheduling solutions available and the possibility that a centre may not have every program available, it concentrates more on policy and concepts rather than the operational aspects of individual programmes.

In Outcome 1, candidates break down the programming of an existing station, analysing the output to understand structure and approach. Candidates should be encouraged to listen to a range of music programming on different stations and at different times of the day to help develop an understanding of the way scheduling policy is adapted to different audiences.

In Outcome 2, they work out the key concepts music scheduling software uses while understanding the way they inter-react.

Outcome 3 sees candidates combine previous analysis and techniques to produce a log. Where scheduling software is available, it can enhance the process as it combines the skills. But the log required can be produced on paper using manual techniques if none is available.

Guidance on the delivery and assessment of this Unit

Centres are encouraged to be creative in their approach to delivering this Unit. It is entirely possible to deliver and assess it in tandem with other Units of the award, as a project-based Unit provides more opportunities to apply new skills.

Outcome 1 can be assessed orally or by written submission. Candidates should listen to at least one hour of music radio nominated by their tutor. They should produce a timed log detailing every event in the hour, noting at least:

- ◆ Cue time
- ◆ Artist/title/duration for songs
- ◆ Description and duration of imaging
- ◆ Description and duration of links

From this document, candidates could produce a 500 word (or equivalent) essay on who they believe the station is aimed at and how the music and clock structure work to attract this audience. Note should also be made of the balance between music and speech, link structure, the genres, eras, tempos of the music used.

This may be assessed as an oral presentation on a station's use of music. In this case evidence of any materials used by the students and an assessor's tick sheet should accompany the logs produced in the first part of the learning Outcome.

Higher National Unit specification: support notes (cont)

Unit title: Music Scheduling

Outcome 2 can be a written test or an online quiz.

For Outcome 3, candidates may choose to use available software to implement their policy, but they should prepare at least a written description of their policy or a presentation demonstrating the choices made. A completed log — or an audio showreel of the hooks for the three hours selected would suffice.

Open learning

There may be opportunities to assess aspects of this Unit through open or distance learning. Centres would need to have procedures in place to ensure the authenticity of any evidence produced.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

There may be opportunities to develop the Core Skills of *Communication* and *Information and Communication Technology (ICT)* at SCQF level 6 in this Unit; however there is no automatic certification of Core Skills or Core Skill components.

Communication at SCQF level 6 could be developed through reports or oral presentations delivered as part of the assessments for all Outcomes. There will also be opportunities to develop the Core Skill of *ICT* also at SCQF level 6 if the candidate uses Music Scheduling software as part of the assessment of Outcome 3.

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

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General information for candidates

Unit title: Music Scheduling

This Unit is designed to allow you to develop your knowledge and skills of music scheduling. You will develop an understanding of how music policy is applied across different stations and within the same station for different programmes, times of day and target audiences. You will also develop an understanding of how music scheduling software is used and finally you have an opportunity to apply this knowledge and skills by developing a music policy for a given station/programme.

On completion of the Unit you will be able to:

- 1 Analyse music policy
- 2 Explain the key features of popular music scheduling software
- 3 Devise music policy

You are likely to be assessed in this Unit by a number of different means, by an essay and log of one hour's music broadcasting for Outcome 1, a closed-book description of the key features of music scheduling software for Outcome 2 and through the production of a music policy and an example log of a three hour music programme.

You may have the opportunity to develop the Core Skills of *Communication* and *ICT* at SCQF level 6 in this Unit.