



Higher National Unit specification

General information

Unit title: Radio Magazine Production (SCQF level 8)

Unit code: H9E0 35

Superclass: KA

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Unit purpose

This Unit is designed to enable learners to acquire the skills and knowledge necessary to carry out the key production roles in the creation of a complex, speech based 'as live' radio magazine programme.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Perform a range of production roles.
- 2 Perform the role of Producer.

Credit points and level

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

Recommended entry to the Unit

Access to this Unit is at the discretion of the delivering centre. However, it would be beneficial if the learner had some basic knowledge and experience of radio production.

This could be demonstrated by achievement of the HN Unit *Radio Presentation* or relevant work experience.

Higher National Unit specification: General information (cont)

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Core Skills

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

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Perform a range of production roles.

Knowledge and/or Skills

- ◆ Identify appropriate areas for research
- ◆ Identify appropriate sources of information
- ◆ Carry out research to timescales and deadlines
- ◆ Identify and contact relevant contributors
- ◆ Perform a range of roles as part of a production team
- ◆ Communicate effectively as a member of a production team
- ◆ Script appropriate intros, cues, outros and back announcements
- ◆ Script in a clear, conversational and readable style
- ◆ Use appropriate language, content and approach to suit the requirements of the genre, format and target audience
- ◆ Use a presentation style appropriate to the target audience
- ◆ Adopt a tone of voice and style of delivery appropriate to the subject matter, programme format, time of day and target audience
- ◆ Question contributors in an appropriate and effective manner
- ◆ Relevant health and safety legislation

Outcome 2

Perform the role of Producer.

Knowledge and/or Skills

- ◆ Originate appropriate content
- ◆ Adopt production requirements for content length and style, duration and audience
- ◆ Identify and arrange for relevant contributors
- ◆ Communicate effectively with the production team/contributors prior to and during the programme
- ◆ Coordinate the preparation of a production team in the development of a radio magazine programme
- ◆ Manage a production team in the development of a radio magazine programme
- ◆ Conduct production review with team to identify areas of strength and for development
- ◆ Key legal and ethical considerations which affect the use of information
- ◆ Relevant copyright restrictions
- ◆ Relevant aspects of current broadcasting codes of practice
- ◆ Relevant health and safety procedures

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Evidence should be gathered holistically over a series of programmes to allow learners an opportunity to experience a range of production roles.

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

- ◆ contribute to a range of production tasks in the team production of an ‘as live’ radio magazine programme.
- ◆ perform the role of a researcher:
 - identify appropriate subject areas of relevance and access reliable sources of information
 - identify a range of suitable contributors for programme items
 - carry out research to timescales and deadlines.
- ◆ perform the role of writer:
 - write appropriate intros, cues, outros or back announcements
 - create a properly formatted script for a radio magazine programme.
- ◆ perform the role of presenter:
 - use appropriate language, content and approach to suit the requirements of the genre, format and target audience
 - use a presentation style appropriate to the target audience.
- ◆ perform the role of producer
 - produce a radio magazine programme to an agreed brief
 - manage team pre-production meetings and select appropriate ideas
 - direct team members in the completion of a range of pre-production tasks
 - ensure a range of live and pre-recorded contributors included in the production
 - interact with team members to ensure suitable deadlines are set and met
 - provide feedback and guidance to team members on completed tasks
 - create an appropriate production schedule
 - assist team members in preparation for ‘as live’ production
 - control all phases of an “as live” production including time management and technical operations
 - evaluate team performance during production and provide constructive feedback to identify areas for development.
- ◆ comply with all relevant codes of conduct and legislation.
- ◆ conform with Health and Safety legislation.



Higher National Unit Support Notes

Unit title: Radio Magazine Production (SCQF level 8)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is designed to develop knowledge and skills in the key production roles involved in the creation of a radio magazine programme. The Unit will enable the learner who may have gained some skills in this area in, for example, *HNC Radio* to further develop these skills in the production of a team based project. The learner will gain key skills in the origination and development of creative ideas, the management of the creative process, the management of others within the creative process, the control of a team based production, undertaking research for a complex production, scripting for a complex production and presenting a complex 'as live' production.

This Unit should provide the learner with opportunities to showcase the skills and knowledge acquired across many HN Units.

Guidance on approaches to delivery of this Unit

This Unit should be delivered through a learner-centred, participative and practical approach. Programme briefs should be sufficiently open to allow learners to develop their own ideas and strategies for satisfying the Unit requirements.

It is unlikely that this Unit will be delivered as a free-standing Unit. An individual could, however, undertake this Unit if there was an opportunity to be a member of several production teams while engaged on a work placement or if the centre itself could provide viable projects in the work place.

Prior to the production of the team programmes, it is essential that learners understand the genre and the requirements for production standards that are required of them.

Classroom activities and discussion to identify other similar professional productions on which to draw comparison are advised during the introduction of this Unit. Particular attention should be given to the production of practical scripts and/or notes to support meaningful talk-based programmes.

It would be advisable to have some professional input at the introduction to this Unit to encourage industry standards in the content produced.

Higher National Unit Support Notes (cont)

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The formation of teams should be considered carefully as good teamwork is essential to the success of the production. All team members should be clear about the requirements of their roles and those of others to provide a clear overview of the team project.

Learners should be given opportunity to conduct formative work to this end that can be discussed and considered by their peers for suitability of inclusion in the production.

Timescales for programme pre-production are at the discretion of individual centres. It may be useful to allow more generous time for preparation for the learners' first productions, with deadlines being set to more realistic standards as the teams develop their approach.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

This Unit is designed to provide the learner with the knowledge and skills relating to the key production roles within a radio magazine production team.

It is desirable, but not imperative, to deliver this Unit in the form of an integrated assessment. This Unit lends itself to covering many of the individual Unit Outcomes contained within the *HNC/HND: Radio* framework.

Assessment of all Outcomes is designed to take place within the framework of a number of magazine programmes being created where the learner will experience a range of different roles, including researcher, writer, producer and presenter.

During the 'as live' performance, learners should experience the roles of presenter, co-presenter and producer. Over the course of several programmes, the opportunity to experience the full range of roles should be granted to all learners.

Working in a team, the learner should be provided with the opportunity to experience the full pre-production process of generating ideas, researching suitable information, identifying relevant contributors, creating appropriate scripts and preparing for a live broadcast.

Successful collaboration between learners is essential to assist the delivery of this approach to assessment. A rota would perhaps be an appropriate way of ensuring all team members are afforded the opportunity to satisfy each role. These roles are not intended to be practiced in isolation so a learner may generate research, write scripts and present all in one production. The model of creating several programmes allows learners not only the chance to attempt the range of roles but to develop their performance in each area to a high standard.

Higher National Unit Support Notes (cont)

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Working in teams to produce several magazine programmes will provide the learner with ample opportunity to satisfy this Unit's criteria, whilst also assisting in providing a platform to assess other *HND Radio* Unit Outcomes, including:

Radio Feature Production

Radio: Advanced Editing: Features and News

Radio Station Operation

Scriptwriting for Radio

Radio: Complex Technical Operations: Studio

In order that the industry conditions be simulated as closely as possible the programmes on which the learner is assessed should be a minimum of 20 minutes in length.

Utilising this project-based delivery would allow for a more holistic approach to the learners' learning and allow tutors an element of flexibility in classroom delivery. This also serves to support the group work element required by the Unit and allow scope for full exploration of the varied production roles.

Learners should develop a portfolio of evidence throughout the pre-production phases of their programme preparation. These could be designated by individual programme categories or according to the individual roles carried out by each learner over the course of several programmes. Assessment can be supported through use of a checklist that identifies the areas of attainment that each learner must achieve

In the role of producer, it is necessary to record each learner's performance during the phases of pre-production and during the 'as live' programme broadcast. A detailed checklist could be supported by tutor comments regarding the important elements of the producer role.

The programme evaluation provides a clear opportunity for peer assessment and encourages learners to reflect on their performances, both as a team and individually.

Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Communication*, *Problem Solving* and *Working with Others*, all at SCQF level 6, and there may also be opportunities to develop the Core Skill of *ICT* also at SCQF level 6.

Communication, both Written and Oral, may be developed through all Outcomes of this Unit as the learner is required to communicate with production staff, develop a script and present a programme.

Each Outcome will also present opportunities to develop the Core Skills of *Working with Others*, as part of the production team, and *Problem Solving* as learners respond to issues arising at each stage of the production process.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit will provide you with a range of experiences as you work as part of a production team to generate content for a radio magazine programme.

You will take on a variety of roles, including Producer, Presenter, Writer and Researcher, which will provide an understanding of the complexities of creating content for an 'as live' speech-based radio production.

Through a practical and collaborative approach to production tasks, you will generate entertaining and informative content that is relevant to an agreed target audience.

As part of a production team, you will plan, perform and evaluate several magazine programmes to an agreed project brief. This will afford you the range of experience necessary to fully understand the requirements of producing a radio magazine programme.

The knowledge and skills acquired through this Unit will be transferrable across much of the work you may experience in the radio industry. The elements of the varied roles will provide a clear understanding of working with reliable information to produce content to a high standard. This approach echoes industry standard professional practices that are evident in the production of professional radio programmes.

Although there is no automatic certification of Core Skills or Core Skills Components in this Unit, there are opportunities to develop the Core Skills of *Communication*, *Problem Solving* and *Working with Others* throughout the Unit.