



## Higher National Unit specification

### General information

**Unit title:** Scripting and Presenting for Radio Information Bulletins  
(SCQF level 7)

**Unit code:** H9DW 34

**Superclass:** KD

**Publication date:** December 2017

**Source:** Scottish Qualifications Authority

**Version:** 04

### Unit purpose

This Unit is designed to enable learners to identify, research, script and present information bulletins for radio.

### Outcomes

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

- 1 Select items for radio broadcast.
- 2 Script bulletins.
- 3 Present two different information bulletins.

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

### Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However, learners should have good communication skills. These may be demonstrated by the possession of a suitable *NQ English* or *Communication* Unit at SCQF level 6 or equivalent. It is not necessary for learners to have previous experience of radio broadcast or production.

## **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](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

**Unit title:** Scripting and Presenting for Radio Information Bulletins  
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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

Select items for radio broadcast.

#### Knowledge and/or Skills

- ◆ Research sources
- ◆ Evaluation of sources
- ◆ Appropriate selection of items for audience and purpose
- ◆ Prioritising items

### Outcome 2

Script bulletins.

#### Knowledge and/or Skills

- ◆ Producing appropriate material
- ◆ Scripting of appropriate voice piece and cues
- ◆ How to ensure impartial and balanced treatment is given where appropriate
- ◆ Material produced to given deadlines
- ◆ Script checked for any infringements of the law and ethical issues as it relates to broadcasting

### Outcome 3

Present two different information bulletins.

#### Knowledge and/or Skills

- ◆ Style of presentation appropriate to audience and purpose
- ◆ Content of presentation appropriate to audience and purpose
- ◆ Broadcasts commence on deadline and accurately fill the given slot

## Higher National Unit specification: Statement of standards (cont)

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### Evidence Requirements for this Unit

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

#### Outcome 1

- ◆ select and prepare a minimum of four stories/ items for selected bulletins which differ in type and style and are appropriate to a given station style.

Learners must also produce a production file containing items, records of sources used, own notes and any other supporting documentation.

#### Outcome 2

- ◆ produce scripts for two different bulletins one containing a minimum of two audio cues.

The scripts should reflect the content and target audiences specified. A different target audience must be selected for each bulletin. One bulletin must include two audio cues (a short vox-pop or voicer and another cut lasting at least 20 seconds). Scripts should be submitted as learner evidence.

#### Outcome 3

- ◆ present radio bulletins to meet the requirements of a given brief.
- ◆ use audio cues where appropriate in the bulletin.

Evidence could be provided in the form of an audio recording and/ or tutor observation checklist.

Learners should record two bulletins live or 'as-live'. One bulletin should feature at least two audio cues. The bulletins must be professionally presented using appropriate formatic elements and should exactly match the duration set out in the assessment.

The presentation style should reflect the content and target audience specified. A different target audience must be selected for each bulletin. One bulletin must include two audio cues (a short vox-pop or voicer and another cut lasting at least 20 seconds).

Both bulletins must be recorded live or 'as-live', with the deadline for transmission and slot length indicated before the assessment starts. Centres should ensure that learners produce bulletins through continuous recordings, without edits.



## **Higher National Unit Support Notes**

**Unit title:** Scripting and Presenting for Radio Information Bulletins  
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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 40 hours.

### **Guidance on the content and context for this Unit**

This Unit is primarily concerned with equipping learners with a basic grounding in radio journalism. It is suitable for the learner with little or no radio or journalism experience, but may also suit a learner with experience who wishes to enhance existing skills.

The Unit may be delivered in a way which allows learners some opportunity to identify their own stories/ items, and script and present them for a radio station of their choice. Existing stories/ items, leads, examples of scripts, recorded models of presentation style, etc. would be beneficial as references from which the learner can gain insight which will be helpful in producing their own bulletins.

Learners should be encouraged to understand the similarities and contrasts between the work of this Unit and the practices of print journalism. They should also be made aware of the need for multi-skilled personnel in the media industries and the ways in which a journalist's eye for a story/ item can be used beyond the confines of preparing and presenting radio bulletins, eg the importance of relating a story/ item through social media and other online outlets and how style and content might need to be adapted to particular formatting requirements.

### **Guidance on approaches to delivery of this Unit**

This Unit is designed to be practical in nature, and, as such, the keeping of an accurate logbook/production file containing all relevant paperwork (scripts, sources and written evaluation) will be an important part of assessment evidence.

### **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.

## Higher National Unit Support Notes (cont)

**Unit title:** Scripting and Presenting for Radio Information Bulletins (SCQF level 7)

### Definition of 'live'/'as live'

'**Live**', as the word implies, goes straight to air in real time and should comply with both technical standards and regulatory standards (eg those set by OFCOM).

'**As live**' is unedited material that is **not broadcast in real time**; it is pre-recorded for future transmission without editing. Similar to the definition for 'live', ie starts and ends at a set time; no pauses; recording takes place in real time and there is no editing; everything that occurs must be dealt with as it happens (OFCOM); it can have pre-recorded elements within it.

It is recommended that the assessment of this Unit should take the form of a complete project which covers the skills and knowledge and/or understanding for all three Outcomes.

The assessment for this Unit will be portfolio based in the form of:

- ◆ completed scripts for two radio information bulletins.
- ◆ an audio file containing each bulletin.
- ◆ a production file containing evidence of planning, selection of items for inclusion in the bulletin and sources of material used.

Evidence of sourcing and selecting the items should be retained for Outcome 1. The script constitutes the evidence for Outcome 2, the recording for Outcome 3.

Outcomes 2 and 3 should be linked, with the script produced for Outcome 2 recorded for Outcome 3.

The tutor should stipulate that the Outcomes be undertaken for existing stations. He/she should designate different stations for different Outcomes. A different target audience must be selected for each bulletin.

Learners should be familiarised with the possible sources of information items (eg local events, news diary, and news taken from other media such as newspapers, radio and television, social media and general online sources) and be encouraged to question, evaluate and verify sources. Practical exercises could follow which require the learners to investigate current stories/ items from suggested sources, and examine veracity and corroboration with assistance from the tutor.

They should build notes in which stories/ items are identified and checked for accuracy and authenticity against other available sources. They should be encouraged to take a balanced and impartial view, which should be reflected in their treatment of the story/ item.

Finally, they should decide an order for the items which reflects their relative importance while observing the conventions of presenting items on radio (ie humorous or lighter item/sporting item at end).

Learners should select not less than four stories/ items in terms of merit (eg values such as locality, human interest, topicality, running story/ item, royalty/celebrity, etc).

## Higher National Unit Support Notes (cont)

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Learners should script two bulletins each.

The tutor could base this exercise on scripting bulletins for an existing station. A variety of types of stories/ items could be included, and learners should be aware of possible differences in treatment between them, within the demands of impartiality and balanced reporting, and the policy of an existing station. The script should amount to exactly the time allocated for broadcast and should reflect the content and target audience specified.

### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

Throughout the Unit there are opportunities for learners to develop aspects of the Core Skills of *Communication, Problem Solving, ICT and Working with Others*.

## History of changes to Unit

Version	Description of change	Date
02	<b>Evidence Requirements for Outcome 2</b> - Text added to clarify the number of packages/items needed in the two bulletins.	20/09/2016
03	<b>Evidence Requirements for Outcome 1</b> - 'stories' expanded to 'stories/ items'.	18/12/2017
03	<b>Evidence Requirements for Outcome 2</b> - Text changed from 'packages/items' to 'audio cues'. Text added: 'One bulletin must include two audio cues (a short vox-pop or voicer and another cut lasting at least 20 seconds).'	18/12/2017
03	<b>Evidence Requirements for Outcome 2</b> <b>Evidence Requirements for Outcome 3</b> <b>Guidance on approaches to assessment of this Unit</b> <b>General information for learners</b>  Sections updated to remove specification of 'young' audience for Outcome 2 and to clarify requirement of different target audiences being selected for each bulletin.	18/12/2017
03	<b>Evidence Requirements for Outcome 3</b> - text 'audio recording or tutor observation checklist' changed to "audio recording and/ or tutor observation checklist'.	18/12/2017
03	<b>Evidence Requirements for Outcome 3</b> - Text changed from: 'The bulletins should feature at least two items each.' to 'One bulletin should feature at least two audio cues.' Text added: 'The presentation style should reflect the content and target audience specified. A different target audience must be selected for each bulletin. One bulletin must include two audio cues (a short vox-pop or voicer and another cut lasting at least 20 seconds).'	18/12/2017
03	<b>Evidence Requirements for Outcome 3</b> - Text updated to specify that bulletins should be recorded 'live or as-live'.	18/12/2017
03	All references to stories or story expanded to 'stories/ items' or 'story/ item'.	18/12/2017
04	<b>Evidence Requirements for Outcome 3</b> - Text added: 'Centres should ensure that learners produce bulletins through continuous recordings, without edits.'	29/01/2018

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## General information for learners

### **Unit title:** Scripting and Presenting for Radio Information Bulletins (SCQF level 7)

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 is designed to provide you with the Knowledge and/or Skills necessary to produce radio information bulletins, eg news, travel, traffic, weather bulletins in the role of a radio news journalist. The Unit is suitable for a learner with no previous experience of radio journalism, but could also be relevant to those already working in journalism.

The work of the Unit will introduce you to all aspects of professional radio journalism. It has three main areas, each of which is a practical activity, and each of which is the subject of a separate Outcome.

You will learn about and be responsible for selecting and preparing a variety of stories/ items for broadcast. Your production file with evidence of your planning, notes, and sources of information used will be a key part of your assessment evidence. You then move on to producing scripts for two different bulletins with different target audiences.

Your scripts will be marked and retained by your tutor as evidence of the assessment. Finally, you have to present your news broadcasts live or 'as-live' for a radio station nominated by your tutor. Your performance here will be assessed by the tutor, using an appropriate assessor's checklist, and you will need to retain the completed recordings in your portfolio of evidence for the Unit.

An important part of the Unit is its demand that you can identify a story/ item, prepare it for broadcast, and present it in an appropriate manner. Appropriateness for purpose means that you should be able to treat raw information in a way that brings out its potential as a story/ item, while observing the boundaries of taste, ethics and law. Appropriateness for audience means that over and above these boundaries, you must treat your stories/ items in a way suitable for the demands of the radio station for which the broadcast is intended.

Overall, you should use the knowledge and skills learned in this Unit to increase your knowledge of the way stories/ items are found and presented on radio. You will find this process much easier if you listen to as much news on radio as you can, and analyse it carefully to see how professional journalists and broadcasters approach this task.