



Higher National Project-based Graded Unit Specification

General Information

This Graded Unit has been validated as part of the *HNC Radio*. Centres are required to develop a project-based assessment in accordance with this validated specification.

Graded Unit title: Radio: Graded Unit 1 (SCQF level 7)

Graded Unit code: H9F9 34

Type of Project: Practical Assignment

Publication date: July 2018

Source: Scottish Qualifications Authority

Version: 04 (January 2017)

Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the *HNC Radio*.

- ◆ To prepare learners for employment in related radio occupations at an appropriate level.
- ◆ To develop knowledge and understanding of the roles and responsibilities involved in radio production.
- ◆ To develop a range of contemporary vocational skills relating to the production of radio content.
- ◆ To develop knowledge of the context, working practices and organisation of the radio sector.
- ◆ To develop a range of core and transferable skills essential for the radio industries

Credit points and level

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

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Recommended entry to the Graded Unit

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above principal aims prior to undertaking this Graded Unit:

Radio Presentation

Radio Interviewing

Radio: Technical Operations, Recording and Editing

Law in the Communication Industries or Law and the Media

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component None

Equality and inclusion

This Graded Unit 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 o website: www.sqa.org.uk/assessmentarrangements

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Assessment

This Graded Unit will be assessed by the use of a project-based practical assignment developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this Graded Unit.

The project undertaken by the learner must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be unfamiliar to the learner

The project must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ identify a suitable mix of broadcasting content for a radio programme (eg magazine, drama, factual or entertainment)
- ◆ plan and organise work and carry it through to completion
- ◆ consider the research and recording tasks of 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, linkage, contrast, variety of voices, programme structure, segments and inserts, effects, broadcasting conventions, statutory requirements and overall production values
- ◆ assemble a script for the entire programme
- ◆ produce the recording of the programme
- ◆ supervise the edit for the programme
- ◆ reflect on the experience of the Unit and critically evaluate the approach taken to the project, drawing appropriate conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

Conditions of assessment

The learner should be given a date for completion of the Practical Assignment. However, the instructions for the assessment task should be distributed to allow the learner 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.

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice,

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clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify learner responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, learners must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any reassessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for reassessment of that stage.

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Evidence Requirements for this Graded Unit

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Project stage	Minimum Evidence Requirements	% Mark Allocation
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 approach to deal with the project ◆ Justification for selecting, adapting or developing this approach ◆ Evidence of pitching the idea for the programme to the designated Executive Producer ◆ Once the pitch has been approved, rejected and or adapted, evidence of a production plan and recording schedule, including identification of production team roles and responsibilities, tasks and resources within set time constraints ◆ Evidence of preparatory research into the project — including, for example, location visits, investigation of possible contributors, effects, segments, investigation of similar programmes produced by existing radio stations ◆ Evidence the learner has considered use of social media and other multi-platform outlets <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	30%

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Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 2 — Developing	<p>Production and post-production</p> <ul style="list-style-type: none"> ◆ Evidence of a final running order/schedule for the programme ◆ Product evidence of segments and pre-recorded materials as required for use in the approved category of programme ◆ Final script for the programme which is coherent, presented in a format which conforms to current industry practice, and meets the requirements of the brief in terms of timings, format and production values ◆ Documented evidence of monitoring and management of communication and meetings with the production team ◆ Ensure that all source materials for Post Production are of suitable audio quality ie free from unwanted artifacts and/ or distortion or glitches ◆ Submit an edit plan (this could be a session file, document outlining the structure of the programme, an edit decision list or a timeline of work undertaken and submitted by candidate) ◆ A finished programme <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	50%

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Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	<p>Evaluation</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 ◆ Identification and gathering of appropriate pre-production tasks such as research, location visits, Health and Safety requirements, planning procedures, task identification, effectiveness in working to resource and time constraints ◆ Evaluation of the effectiveness of the learner's finished programme, this evaluation being linked to production values ◆ Reference to any modifications to the approach during the course of the activity or to alternative approaches considered ◆ Recommendations for the future which are relevant to the problem and based on a critical self-evaluation of the project, with justification of these recommendations <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>	20%

Assessing and grading learners

The overall project will be marked out of **100**. Only whole marks should be used.

The percentage of marks allocated to each stage of the project is outlined in the **Evidence Requirements**.

It is a requirement that learners must meet the minimum *Evidence Requirements* for the *Planning* stage before progressing to the *Developing* stage before progressing to the *Evaluating* stage. Learners may produce evidence over and above that specified in the minimum *Evidence Requirements* and deserve more than half the available marks for that stage. Assessors should use the Grade Related Criteria outlined below to judge learner performance.

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The final grading given should reflect the quality of the learner's evidence at the time of the Unit completion date and must take into account the grade levels indicated in each of the three stages by reference to the grade related criteria below.

Learners are required to work independently to meet the *Evidence Requirements* of the Graded Unit. At the same time, learners need appropriate support. SQA uses the term reasonable assistance to describe the balance between supporting learners in their project and not providing too much assistance.

At the end of *each* stage there should be opportunities for remediation and re-assessment of learners for that particular stage. This includes the final *Evaluation* stage. Any re-assessment should be carried out in line with the centre's own assessment policy.

Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which consistently meets deadlines set for each stage of the project without the need for prompting and:</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 technical content ◆ effectively consolidates and integrates required knowledge and skills ◆ demonstrates the learner's ability to work autonomously 	<p>Is a co-ordinated piece of work which does not consistently meet the deadlines set but:</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 technical content ◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency ◆ demonstrates independent learning with minimum support and revision during project

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The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

A	=	70%–100%
B	=	60%–69%
C	=	50%–59%

These grade boundaries are fixed and should **not** be amended.

Any learner who has failed their graded unit or wishes to upgrade their award must be given a reassessment opportunity, or in exceptional circumstances, two reassessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any reassessment, remediation, and/or reasonable assistance provided.

NOTE: The learner must achieve all of the minimum Evidence Requirements specified for each stage of the project and achieve at least 50% of the marks for each stage in order to achieve the Graded Unit.

Higher National Project-based Graded Unit Support Notes

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Guidance on approaches to delivery and assessment of this Graded Unit

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

The assignment could be integrated with the work undertaken in other Units, for example, the *Creative Project* Unit. Learners should have access to the facilities of a broadcasting radio studio. However, much of the individual work for the Graded Unit will be completed outside the studio.

Learners could produce the programme individually or take on the role of the producer of a programme made by several members of the class. The Graded Unit should consist of the project management of the programme from beginning to end, ie the tasks, activities and functions undertaken by the learner during their role as producer.

Each learner should select a project that involves them in producing a team based radio programme, involving the integration and application of a variety of radio broadcasting and team management skills within a determined timescale. Activities can include generating creative ideas, reacting to critical feedback, undertaking and evaluating research, allocating roles to team members within the programme, supervising performance, organising studio time, keeping records of meetings, and evaluating the project.

This assessment is not only concerned with practical activities. It provides learners with the opportunity to demonstrate creative, interpersonal and project management skills. It is therefore important that evidence of these skills are recorded and presented for assessment.

Graded Unit 1 should not be attempted in isolation. It should be set towards the end of the *HNC Radio*, with the learner having already completed the majority of the course Units.

Opportunities for developing Core and other essential skills

There are opportunities for learners to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this Unit.

This Unit has the Core Skill of Problem Solving embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF Level 6.

History of changes to Graded Unit

Version	Description of change	Date
02	Additional guidance provided on implementation of Graded Unit and new criteria added to grade related criteria covering deadlines.	03/08/15
03	Core Skill Problem Solving at SCQF level 6 embedded	09/09/15
04	Clarification provided of 'edit plan' for Evidence Requirements of Stage 2.	09/01/17
05	Update to Conditions of Assessment.	25/07/18

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FURTHER INFORMATION: Call SQA's Customer Contact Centre on 0345 279 1000.

General information for learners

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Graded Unit 1 is designed to take the skills you have learned in your HNC so far and put them to use. Your tutor will have devised a real-world scenario which will require you to work as part of a team and as an individual to produce a programme. You are expected to use your experience and skills to inform your approach to the task.

You may produce the programme yourself or take the role of the producer of a programme made by several members of the class and manage the production of the programme from beginning to end, ie the tasks, activities and functions undertaken during your role as producer.

You will choose an idea for a programme and pitch the idea to your tutor. Once this has been approved, you will be involved in producing a radio programme, which requires the integration and application of a variety of radio broadcasting and project management skills within a determined timescale. Activities may include generating creative ideas, reacting to critical feedback, undertaking and evaluating research, allocating roles to team members within the programme, supervising performance, organising studio time, keeping records of meetings, and evaluating the project.

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.

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.

Your project will be marked out of 100 and you must pass each stage before moving onto the next stage. Each stage has the following marks:

- ◆ Planning — 30 marks
- ◆ Developing — 50 marks
- ◆ Evaluating — 20 marks

You will be assigned an overall grade which will be based on the following boundaries:

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