



Higher National Project-based Graded Unit Specification

General Information

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

Graded Unit title: Radio: Graded Unit 2 (SCQF level 8)

Graded Unit code: H9FA 35

Type of Project: Practical Assignment

Publication date: July 2018

Source: Scottish Qualifications Authority

Version: 03

Graded Unit purpose

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

- ◆ To further develop and add to the Knowledge and Skills gained in *HNC Radio*.
- ◆ To prepare learners for a wide range of multi-skilled employment in related radio occupations at an appropriate level.
- ◆ To develop a specialist technical and production skills relating to the roles and responsibilities of radio production.
- ◆ To develop a practical skillset for developing professional standards and competence within the radio sector.
- ◆ To develop a deeper knowledge of self-employment, business and management issues, eg team management and the importance of collaboration in the radio sector.

Credit points and level

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

Higher National Project-based Graded Unit Specification: General Information (cont)

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 Station Operation

Radio: Complex Technical Operations: Studio

Radio: Advanced Editing: News and Features

Radio: Law: Ethics and Compliance

Advanced Radio Presentation

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 our website: www.sqa.org.uk/assessmentarrangements

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

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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:

- ◆ manage a complex broadcast including the allocation of roles and responsibilities and management of the production
- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ 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 including voice and live music feed or other live audio feeds other than speech/music)
- ◆ consider the research and recording tasks involved in producing the broadcast and make decisions on a course of action for undertaking appropriate tasks, including Health and Safety and resource management
- ◆ 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
- ◆ generate appropriate fallback plans to cover for production problems
- ◆ produce a script and running order for the entire sequence
- ◆ ensure studio or location production/direction (where appropriate)
- ◆ ensure operational achievement of production goals (where appropriate)
- ◆ 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

Centres can devise an assessment instrument appropriate to the resources available and the method of delivery. Learners 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:

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

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

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 learners an opportunity to demonstrate interpersonal and management skills in a pressurised situation.

Conditions of assessment

The learner should be given a date for completion of the project. However, the instructions for the project should be distributed to allow the learner sufficient time to assimilate the details and carry out the project. During the time between the distribution of the project 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, 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.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

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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 radio broadcast, including Health and Safety parameters and the need to consider multi-platform opportunities ◆ Evidence of developing an overall ethos for the broadcast ◆ A justification for the development of this approach ◆ Aims and objectives of the broadcast ◆ Identification of criteria to evaluate the success of the broadcast ◆ Evidence of pitching the idea for the broadcast to the designated editor ◆ A detailed production plan and timeline for the broadcast including: <ul style="list-style-type: none"> — production team roles and responsibilities — tasks — technical requirements — compliance. ◆ Evidence of preparatory research into the project <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> <p>Learners must:</p> <ul style="list-style-type: none"> ◆ manage a complex broadcast involving live/as live and pre-recorded elements and a range of formats. The broadcast must include significant speech based elements and music should play no more than 25% of the broadcast time. <p>Learners must also provide evidence of:</p> <ul style="list-style-type: none"> ◆ Programmed delivery and sequenced schedule ◆ Interim and final running order, timed if appropriate ◆ Formatted Scripts and any supporting notes for all content produced for the broadcast ◆ Allocation of team roles and responsibilities ◆ Documented evidence of monitoring and management of communication and meetings. ◆ Production skills to broadcast standards. ◆ Relevant documentation completed, including: <ul style="list-style-type: none"> — Compliance information — Risk assessment — List of resources/assets used — Aircheck or Programme Review <p>The finished broadcast must be uploaded to a suitable online platform but consideration must be given to copyright or intellectual property issues to avoid infringement.</p> <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>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 must include:</p> <ul style="list-style-type: none"> ◆ Effectiveness of preproduction (Stage 1) ◆ Problems identified and alternative strategies adopted during production phase ◆ Analysis of personnel involved in production of the broadcast, their roles and overall contribution ◆ Evaluation of the finished broadcast referred back to aims and objectives of the broadcast together with the values identified in the original pitch ◆ Evaluation of the overall broadcast in terms of the learner's management skills throughout the project, ie preproduction, production and post production ◆ Recommendations for changes to be made in future productions <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>	20%

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

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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.

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 reassessment of learners for that particular stage. This includes the final *Evaluation* stage. Any reassessment should be carried out in line with the centre's own assessment policy.

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Grade Related Criteria	
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 for example: <ul style="list-style-type: none"> — appropriate metadata — possible cuts for timing — 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 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.

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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.

Higher National Project-based Graded Unit Support Notes

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Guidance on approaches to delivery and assessment of this Graded Unit

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 must be carried out as part of a team.

Centres can devise an assessment instrument appropriate to the resources available and the method of delivery. Learners 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 and mixing

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 learners an opportunity to demonstrate interpersonal and management skills in a pressurised situation.

It 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 Radio*, with the learner having already completed the majority of the course.

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

Graded Unit 2 should be a multi format broadcast which allows demonstration of the skills and knowledge acquired across the HND. The broadcast will include live/as live and pre-recorded elements. This broadcast will include a significant speech based focus. The broadcast can be a combination of new, repurposed and previously produced contents and can be used as a platform for integrating across the award.

Higher National Project-based Graded Unit Support Notes (cont)

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Through the planning, implementation and evaluation of a live/as live broadcast the learners can effectively showcase the knowledge and skills that they have acquired during the HND.

Working to produce a live/as live broadcast of the wide range of work that has been produced during their course of study will provide a unique broadcast that will be specific to each individual learner. This will provide scope for the learners to develop a piece of highly individualised content that will promote them as a producer of content.

The design of the assessment should give learners maximum room to express their ideas and creativity while producing the content. A suggested scenario may require the learner to produce a live/as live broadcast that encapsulates a wide range of pre-recorded content that will showcase their 'brand'.

For example, a learner may produce a live programme that provides listeners with a highlights package of an *HND Radio* student's experiences. This would allow for a programme that demonstrates the variety of work that the student has produced including:

Live studio operations — Radio: Complex Technical Operations: Studio

Pre-produced content — Radio: Feature Production/Radio: Branding and Imaging/Radio: Advanced Editing

News packages — Radio: News Programme Production

Presenting Skills — Advanced Radio Presentation

Script development — Creative Industries: Content Generation

Learners can also choose other methods of showcasing their skills to address this project such as an outside broadcast or the creation of a radio drama that describes their year of study.

Graded Unit 2 gives centres the opportunity for learners to suggest their own projects and work in different roles in parallel projects, each working towards their individual portfolio. It is realistic to reflect industry practice that learners employ their peers from the course or related courses to assist in the execution of their broadcast. Care should be taken to ensure that where a learner proposes their own project that it presents sufficient opportunities to develop evidence for the Graded Unit at the appropriate SCQF level (SCQF level 8).

Assessors should bear in mind that while the final result is a finished piece of broadcast quality, the Graded Unit assesses the process and the quality of the learner's approach to it as well as the final product.

Higher National Project-based Graded Unit Support Notes (cont)

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Planning — Stage 1

Learners will be required to consider two broadcast platforms for a radio programme, eg broadcast radio, podcast, video or social media.

The research into the project could include (for example):

- location recce
- potential contributors
- archive audio
- sfx
- research sources
- comparisons with other media on similar subjects

Production/Post Production — Stage 2

The final script may:

- include insert ins, outs and durations
- be timed
- include any music, fx and other cues

Evidence of editing notes for the post production phase may include:

- sfx
- music
- vocal tidies
- retakes

Licensing of Copyright and other IP content

Learners should upload their finished broadcast to a suitable online platform but consideration must be given to copyright or intellectual property issues to avoid infringement.

It is essential that no breach of copyright law occurs due to unlicensed content being broadcast either 'live' on-air or subsequently via on-line platform delivery. Centres, their staff and students must avoid instances of Primary and Secondary Infringement as defined by the PRS for Music.

Learners should also be made aware of the long term implications of making their work publicly available indefinitely.

Higher National Project-based Graded Unit Support Notes (cont)

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Evaluation — Stage 3

The analysis of the personnel involved in the production could include:

- effectiveness of communication
- ease of management
- ability to contribute to the team

The recommendations for changes to future productions could include:

- original idea
- research
- content generation
- ongoing and post-production
- team management

The evaluation of the final broadcast should ensure the output adheres as far as possible to the technical broadcast standards or if not there is a justification for reduced audio quality.

At the time of writing current BBC standards are:

<http://www.bbc.co.uk/commissioning/radio/production/articles/technical-specifications>

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Problem Solving, Communication and Working with Others*.

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	Core Skill Problem Solving at SCQF level 6 embedded.	September 2015
03	Update to Conditions of Assessment.	July 2018

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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 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 a broadcast, the *process* is also important. 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 broadcast you should approach the task in as professional a manner as possible, taking care to note what you did for future reference. Your task will involve live or as-live programme making, things are likely to go wrong. Try to capture that and your response to live problems.

Content delivery will be to a standard laid down by the requirements of the radio industry. You should follow this guidance closely, especially where programme details are required.

Having researched, pitched and produced your broadcast 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.

You will be able to use the Graded Units to show how you have developed and honed your skills by making a radio programme by yourself and/or as part of a team.

You'll be given a realistic brief to interpret and you'll be responsible for doing the content and technical realisation research, deciding what approach you're going to take and keeping notes about what happened along the way.

If you had to abandon an idea that didn't work out that's ok — it's what programme-makers do every day — but you have to keep a note of what happened, as well as why and when, so you can use it for future reference.

You'll act like a professional whether you're making live or 'as-live' programmes, so you'll have to respond quickly and effectively to problems as they come up while you're on air. How well you respond to difficult live situations will test you but will also prove how well you can do the job — to yourself and others.

Your programme content will be in line with radio industry standards but even when you've researched, pitched and produced it you'll still have to evaluate it like a pro — what worked, went well, or didn't, and most important of all — why? Would you do anything different next time? What would you keep the same? Why? Would you change your approach completely or just give it a tweak here and there? If something goes really well or badly wrong, you have to figure out why so that you can learn from *all* your experience and not waste any of it. This 'debrief' is key to understanding how great content is made — and to your final mark as well! You will be given a Grade of A, B or C for the Graded Unit based on the standard of your overall project.