**HNC Radio - Integrated delivery models - Example 2** (based on three-trimester academic year)

Covering 7 mandatory (M) unit credits and 5 optional (O) unitcredits

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| **Block 1** | **Block 2** | **Block 3** |
| **1. Creative Industries Feature Project**  *H4A1 34* *Creative Industries: An Introduction* (O) and  *F6JF 34 Radio Production 1: Analysing and Producing Radio Programmes* (O) | **2. Radio Reporting Project**  *H9DW 34 Scripting and Presenting for Radio Information Bulletins* (O) and  *H9DL 34 Radio Interviewing* (M) | **4. *Graded Unit 1***  *H9F9 34 Radio: Graded Unit 1* (M)and  *DM0W 34 Creative Project* (O) |
| **1. Creative Industries Feature Project**  *H4A1 34* *Creative Industries: An Introduction* and  *F6JF 34 Radio Production 1: Analysing and Producing Radio Programmes* (O) | **2. Radio Reporting Project**  *H9DW 34 Scripting and Presenting for Radio Information Bulletins* (O) and  *H9DL 34 Radio Interviewing* (M) | **4.** **Graded Unit 1**  *H9F9 34* *Radio: Graded Unit 1* (M) and  *DM0W 34 Creative Project* (O) |
| Single credit unit of the centre’s choice | **3. Music Radio Project**  *DM1A 34 Radio Presentation* (M) and  *DM19 34 Radio Music Programme Production* (O) | ***4. Graded Unit 1***  *H9F9 34 Radio: Graded Unit 1* (M)and  *DM0W 34 Creative Project* (O) |
| *F6JF 34 Law and The Media* (O) | **3. Music Radio Project**  *DM1A 34 Radio Presentation* (M) and  *DM19 34 Radio Music Programme Production* (O) | Single credit unit of the centre’s choice |
| *H9DM 34* ***Radio: Technical Operations Recording and Editing* (M)** | | Single credit unit of the centre’s choice |

This delivery model is designed to comprehensively underpin the theoretical, professional and legal aspects of radio and the creative industries in Block 1, while maintaining a practical element to create a solid platform for increasing the practical content and moving towards more independent working in the later stages of the academic year.

**Integrated delivery model example 2 – notes on integrated units**

1. **Creative Industries Feature Project**

(Integrates ***D7M2 34 Radio Production 1: Analysing and Producing Radio Programmes*** and ***H4A1 34* *Creative Industries: An Introduction***)

It may also be desirable to further integrate with, for example, *Radio Interviewing* or *Research Skills*.

This project is designed to integrate the above units into a focussed project, based on the production of a 5-8 minute speech-based radio feature which describes the workings of Creative Industries. Learners should carry out all the tasks listed in the evidence column below, working towards the end product of the radio feature.

The Outcome 1 assessment for *Radio Production 1* should be assessed separately.

Thereafter, the focus is on planning, researching, scripting and producing the radio feature which should contain all content areas required to meet the evidence for requirements for *Creative Industries: An Introduction* while also meeting the criteria for Outcome 2 of *Radio Production 1*: *Analysing and Producing Radio Programmes*

It is recommended in the guidelines for *Creative Industries: An Introduction* that all outcomes are assessed together in the format of a report or suitable alternative.

This project takes that principle and creates a radio equivalent which should also provide an early opportunity for learners to hone their research, scripting and production skills. Some classroom teaching and support will be necessary to aid learners in sourcing and understanding the theoretical content for *Creative Industries: An Introduction*, while it is also recommended that they interview creative industries professionals, carry out secondary research etc to source information and enrich the feature content.

There are opportunities here for further integration with units such as *Research Skills, Journalism: Research and Interview Skills* etc.

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| **UNIT** | **Outcome / Evidence Requirements** | **Evidence** |
| ***Radio Production 1:*  *Analysing and Producing Radio Programmes D7M2 34*** | |  |
| **Outcome 1** | **Analyse different types of programmes in radio broadcasting** (an analysis of at least **five** programmes) |  |
| * Correctly identify the category of each programme * Describe the content of each programme in some detail * Demonstrate an understanding of the factors influencing the content and style of the programmes * Explain the relationship between the needs of the audience and the style of the programme * Analysis must include speech-based, music-based and local interest programmes | Essay, report, log book or audio diary addressing all evidence requirements |
| **Outcome 2** | **Produce a short radio programme for an agreed audience** |  |
| The programme should:   * Contain material suitable for the purpose and audience * Be logically structured * Record the candidate’s voice * Use register, language, and tone suitable for the subject matter and the target audience * Achieve clear articulation * Use varied pitch and pace * Maintain sound levels throughout * Be free from dead air lasting longer than three seconds * Demonstrate effective editing where required * Be compiled without technical assistance * Contain at least one interview with another person, music clip and any other appropriate items. Music should occupy a maximum of 20% of the total of the programme | A speech-based radio feature or mini-documentary of **5-8 mins** describing the creative industries and meeting the required criteria |
| ***Creative Industries: An Introduction H4A1 34*** | |  |
| **Outcome 1** | **Explain the history, significance and value of the Creative Industries sector in the UK economy, including:**   * Definition * Concept * History and development * Economic value * Cultural importance | Speech-based radio feature as above |
| **Outcome 2** | **Explore key occupational areas within the Creative Industries, their interaction and synergy** |  |
| * Industry sectors * Interaction and synergy amongst sectors * Transferable skills, including hard and soft skills, employed throughout the Creative Industries | Speech-based radio feature as above , |
| **Outcome 3** | **Explore the range of roles and opportunities available within an elected occupational area of the Creative Industries** |  |
| * Role, job and self-employment opportunities * Specific ability and transferable skill requirements * Effect of technology and technical developments * Health and safety * Legal issues * Effect of marketplace developments | Speech-based radio feature as above |

**2. Radio Reporting Project**

(integrates ***H9DL 34 Radio Interviewing*** and ***H9DW 34 Scripting and Presenting for Radio Information Bulletins***)

This project is designed to create a professional simulation exercise where learners combine the skills of interviewing and using primary sources with the scripting and production of radio bulletins in a way that is more realistic and holistic than delivering the two units separately.

In essence, learners should carry out the various interviews required by *Radio Interviewing* and use them (or part of them) in one or more of the bulletins prepared for *Scripting & Presenting for Radio Information Bulletins*.

Outcome 1 for *Radio Interviewing* should be assessed separately, either at the start of the unit, to ground learners in areas they’ll have to address when carrying out the interviews, or at the end of delivery when the experience of interviewing may allow them to better understand the knowledge and skills. The other key advantage of this delivery is that interviews are being used in an end product and are not purely ‘assessment for assessment’s sake’.

The evidence requirements for *Radio Interviewing* mean that interviews longer than required for the bulletins should be submitted for assessment, but the process of editing these to the required length for bulletins should be useful and relevant experience for learners. The finished bulletins could also be included as part of larger programmes, either produced for assessment for other units, broadcast on the centre radio station, or both.

There are opportunities here for further integration with, for example, *Radio Production 1*, *Radio Music Programme Production* etc.

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| **UNIT** | **Outcome / Evidence Requirements** | **Evidence** |
| ***Radio Interviewing H9DL 34*** | |  |
| **Outcome 1** | **Explain how interview techniques are applied within a broadcasting environment** |  |
| Produce a written and/or oral assignment which covers the following:   * Explanation of the practical factors which affect the use of the voice * The possible effects of the environment on recording interviews * Techniques of questioning and response | Written assessment (or oral equivalent) |
| **Outcome 2** | **Pitch, research and set up an interview** |  |
| * Pitch an idea for interview * Research an interview * Contact a potential guest * Explain agency, role and intention to the guest * Specify an interview time * Write up the questions/prompts * Keep back up research and designation details | Folio evidence |
| **Outcome 3** | **Conduct and edit a location interview** |  |
| * Select and test portable equipment before departure * Conduct an interview at an indoors or outdoors location and create an edit, that should last a minimum of **five minutes**, which is clear, audible and cleanly edited to a standard suitable for broadcast * Research the indoor or outdoor interview location | Session file and mixdown of location interview (later to be edited further for use in bulletin) |
| **Outcome 4** | **Conduct and edit studio based interviews** |  |
| * Record a telephone and studio interview for radio broadcast * Set voice levels in studio accurately * Check correct designation of interviewee(s) * Inform the guest as to when the interview is about to begin * Conduct a skilful interview with guest * Maintain polite behaviour towards the guest * Balance the telephone line correctly * Record and edit the telephone and studio interview to broadcast standard | Session file and mixdown of location interviews (later to be edited further for use in bulletin) |
| ***Scripting and Presenting for Radio Information Bulletins H9DW 34*** | |  |
| **Outcome 1** | **Select items for radio broadcast** |  |
| Select and prepare a minimum of **four stories** for selected bulletins which differ in type and style and are appropriate to a given station style  Produce a production file containing items, records of sources used, own notes and any other supporting documentation. | Production file and research log and notes, including evidence of story selection. |
| **Outcome 2** | **Script bulletins** |  |
| * Produce scripts for two different bulletins, one containing a minimum of two packages/items   For the first bulletin, the items should be appropriate to a **young audience** in selection, style and tone.  The second bulletin should contain at least two pieces of audio with appropriate clips / cues. Learners should select and script items appropriate to a more **general audience**, including a short vox-pop or voicer and another cut of at least 20 seconds’ duration. | Two radio information bulletin scripts, including cues indicating use of radio interviews carried out above |
| **Outcome 3** | **Present two different information bulletins** |  |
| * Present radio bulletins to meet the requirements of a given brief and use audio cues where appropriate in the bulletin * For the first bulletin, the items should be appropriate to a young audience in selection, style and tone. Presentation style should be appropriate to the target audience * For the second bulletin, learners will present to a more general audience, this will include a short vox-pop or voicer and another cut of at least 20 seconds duration. * The presentation and style should reflect the content and target audience * Bulletins should be recorded ‘as-live’ | Audio files for both bulletins, including use of edited radio interviews carried out above as audio cuts |

**3. Music Radio Project** (integration of ***DM1A 34 Radio Presentation*** and ***H9DX 34* *Radio Music Programme Production***)

This is a simple integration of the two named units whereby learners make two music radio programmes, which between them satisfy all the evidence requirements for both units. Essentially, the longer programme required for Outcome 3 of *Radio Presentation* should also satisfy the criteria for both outcomes of *Music Programme Production*.

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| **UNIT** | | **Outcome/ Evidence Requirements** | **Evidence** |
| ***Radio Presentation DM1A 34*** | | |  |
| **Outcome 1** | **Read a variety of prepared scripts** | |  |
| * Read **four** separate scripts of different types in the studio to a standard which would be suitable for broadcast * Microphone technique * Evaluating technical quality of delivery * Voice quality : Appropriate tone, pitch and style for genre of given scripts | | A series of script readings, two of which may be set / provided by the tutor, or sourced from programmes being made elsewhere in the course. Two of the scripts should be those created by the learner for the two music programmes to be made during the project. The final programmes should be the evidence for these. |
| **Outcome 2** | **Present basic music programmes** | |  |
| Present one complete music programme of 30 minutes duration (not ‘as-live’– editing permitted)   * Operate all studio equipment while presenting * Voice-overs, Intros and outros, segue * Studio technical equipment * Organisation of programme content * Music programme structure | | * Audio file of programme recording * Production file |
| **Outcome 3** | **Perform live music presentation** | |  |
| Present an **‘as-live’** music programme of 45-60 minutes duration:   * Operate all studio equipment while presenting * Adhere to the running order * Use appropriate presentation technique * Play commercials/ read trails as directed * Deliver a particular subject as directed * Use at least two distinct sources of music * Complete a Performing Rights Society form for at least 4 pieces of music used | | * A pitch for the programme * Production file * Running order * Audio recording of programme, recorded as live * These materials should also satisfy evidence requirements for Outcome 1 of *Music Programme Production* below |
| ***Radio Music Programme Production H9DX 34*** | | |  |
| **Outcome 1** | **Produce and present a music programme** | |  |
| * Produce a ‘pitch’ for a specified type or style of music programme * Produce a conventional running order according to standard layout which is appropriate to the programme audience and purpose and type of radio station * Present and record a music show of at least 45 minutes and up to one hour duration in an appropriate format * Produce a production file containing supporting documentation as required for the production * Demonstrate use of social media as part of the music programme | | All evidence as listed for Outcome 3 of Radio Presentation (above) including evidence of social media use  Music log sheet must provide PRS details such as artists, songwriters, label etc. |
| **Outcome 2** | **Implement administrative and policy requirements of music programming** | |  |
| * Comprehensively explain music and programming policy in terms of purpose and audience. * Accurately explain the legal factors affecting music presentation | | * An assignment which describes music and programming policy of at least one or more radio stations. Ideally this should be the station (e.g. college station) for which the programmes are being made. * An assignment which describes the process of automated music scheduling. * Include any legal factors and policies which apply |

**4. *Graded Unit 1* and *Creative Project*** (integrates ***H9F9 34 Radio: Graded Unit 1*** and ***DM0W 34 Creative Project***)

This project effectively embeds the radio programme for *Graded Unit* *1* within the larger context of the double-credit *Creative Project*, creating a meaningful project, event, and body of work which those learners should take ownership of.

In this model, *Graded Unit* *1* involves the planning, researching, production and evaluation of a complex radio recording (e.g. a documentary or similar). This production becomes the centrepiece of a larger body of work whereby learners satisfy the criteria for *Creative Project* by working in a group to produce a series of radio recordings (for example half a day’s programming to be broadcast as one), which will feature the *Graded Unit* documentaries and a series of other recordings as agreed with the tutor.

The requirement for learners to work with others for *Graded Unit* *1* (such as ‘allocation of team roles’, ‘evidence of communication and meetings’ etc) is satisfied by the collaboration involved in the *Creative Project* so that the *Graded Unit* *1* programme (e.g. documentary) may be a solo project, allowing the student to take ownership, explore subjects of personal importance to them etc.

In every other respect, assessment for the two units is entirely separate, though the project should be treated holistically in delivery.

The table beneath illustrates the evidence sources for both units and may also be used as an integrated marking checklist.

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| ***H9F9 34 Radio: Graded Unit 1***  **Stage 1: Planning** | | | | | | |
|  | **Outcome/ result** | **Tutor comment:** | | | | |
| analysing inc. health and safety(eg **Risk Assessment** or similar) |  |
| developing an approach(eg **Gannt Chart** or similar planning tool) |  |
| justification for approach (eg **written pitch, treatment** or similar) |  |
| pitching the idea (**verbal pitch**) |  |
| production plan, schedule, team roles, tasks and resources within set time constraints (eg **Planning Chart / Diary** etc) |  |
| prep research, investigation of similar programmes (eg **Planning Chart / Diary** etc) |  |
| Consider Social Media and other multiplatform outlets |  |  | | | | |
|  | | | | **Score /25** | |  |
| ***DM0W 34 Creative Project*** | **Evidence** | | **Tutor Comment** | | | |
| **LO1 - Generate creative ideas for a project in response to a given brief.**  *Analyse brief*  *Consider legal/ethical implications*  *Understand client needs*  *Sources of research* | **Planning Folder** | |  | | | |
| **LO2 - Develop the creative concept**  **Project Planning**  *Personnel, Equipment and resources identified*  *Legal Considerations*  *Schedule of activities* | **Planning Folder** | |
| ***H9F9 34 Radio: Graded Unit 1***  **Stage 2: Developing: production and post-production (Evidence – production folder)** | | | | | | |
|  | **Outcome/ result** | **Tutor comment** | | | | |
| final running order/schedule |  |
| segments and pre-recorded material |  |
| script |  |
| Allocation of team roles (related to larger series of programming rather than individual GU programme) |  |
| documented evidence of communication and meetings with the production team (related to larger series of programming rather than individual GU programme) |  |
| completed technically viable product ready for the post |  |
| evidence of edit requirements |  |
| finished programme |  |
|  | | | | | **Score /50** |  |
| ***DM0W 34 Creative Project*** | **Evidence** | | **Tutor Comment** | | | |
| **LO3 - Complete and present a creative project**  *Meet the requirements of the brief*  *deliver/present/pitch/ perform a completed creative project*  *Presented as ready for broadcast* | **Project Folder, Final recordings of radio event(s)** | |  | | | |
| ***H9F9 34 Radio: Graded Unit 1***  **Stage 3: Evaluation (Evidence – Evaluation Report)** | | | | | | |
|  | **Outcome / result** | **Tutor comment** | | | | |
| identification of the criteria |  |
| pre-production tasks |  |
| evaluation of programme, linked to production values |  |
| modifications or alternative approaches |  |
| recommendations for the future |  |
|  | | | | **Score /25** | |  |

**Notes on *Radio: Technical Operations: Recording and Editing***

Whereas it may be best to teach the required skills for this unit in a separately-timetabled slot to ensure adequate focus on development of the vital skills, it is recommended that the evidence requirements are met through tasks that create content or technical elements for programmes or recordings being produced for other units. Complete or partial integration of this unit with other projects as listed above may also be possible.