Next Generation Higher National Unit Specification

Radio Station Operation (SCQF level 8)

Unit code: J6DV 48

SCQF level: 8 (24 SCQF credit points)

Valid from: session 2022–23

Prototype unit specification for use in pilot delivery only (version 1.0) July 2022

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

This edition: July 2022 (version 1.0)

Unit purpose

This unit helps learners to develop an understanding of the roles and responsibilities involved in managing a radio show or station that broadcasts regularly. It is suitable for learners who have experience in producing radio or audio content.

Unit outcomes

Learners who complete this unit can:

1   analyse different job roles in radio station operation
2   devise a strategy for managing a regular show or radio station
3   implement a strategy for managing a regular show or radio station
4   evaluate performance in a regular show or a management role in a radio station

Evidence requirements

Learners must provide evidence for the following outcomes.

Outcome 1

Analyse job roles in radio station operation regarding:

♦   areas of responsibility
♦   the practical, personal and interpersonal skills required
♦   opportunities for the role in the radio industry
♦   the impact on the role of developments in technology, media and software

Outcome 2

Devise a strategy for managing a regular show or radio station that:

♦   identifies the demographic audience
♦   includes the name and programming policy
♦   identifies and positions talent effectively in programming guidelines
♦   outlines the proposed brand and image of the station, including its online presence and use of social media

Outcome 3

Implement a strategy for managing a regular show or radio station that:

♦   meets objectives
♦   meets timescales
♦   can be adapted in response to challenges

Outcome 4

Learners should evaluate performance in a regular show or a management role in a radio station by:

♦ evaluating their own contribution to a show or radio station operation
♦ evaluating the operation of a show or radio station
♦ analysing strengths and weaknesses of a show or radio station operation
♦ identifying points for future improvement

The standard of evidence should be consistent with the SCQF level of this unit.

Grading

This unit contributes to learners' overall final grades. Please refer to the grading model in the Next Generation Higher National Educator Guide.

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
Outcome 1 Learners should understand: ♦ a broad range of radio operation positions and jobs ♦ the roles and responsibilities of radio operation positions and jobs	**Outcome 1** Learners can: ♦ demonstrate understanding of a broad range of radio operation positions and jobs ♦ analyse the responsibilities of a broad range of radio operation positions and jobs
Outcome 2 Learners should understand: ♦ the responsibilities of managing a radio station or show ♦ how to plan for a long-term project	**Outcome 2** Learners can: ♦ devise a long-term strategy for a regular show or radio station
Outcome 3 Learners should understand: ♦ how to implement a strategy ♦ how to carry out a role across a long-term project	**Outcome 3** Learners can: ♦ meet objectives and deadlines ♦ adapt and respond to change
Outcome 4 Learners should understand: ♦ how to keep a regular record of their activities on a long-term project ♦ how to evaluate their performance on a project	**Outcome 4** Learners can: ♦ keep a detailed record of their activities while working on a long-term project ♦ evaluate their own performance on a project

Meta-skills

Throughout this unit, learners develop meta-skills to enhance their employability in the radio and audio sector.

Self-management

This meta-skill includes:

♦ focusing: keeping to a project over a long-term period, remaining focused
♦ adapting: forward planning, timekeeping, keeping weekly updates, adapting to changing situations
♦ initiative: generating content, thinking of new ideas, improving ideas
♦ integrity: creating compliant work, safe and ethical working practices

Social intelligence

This meta-skill includes:

♦ collaborating: working in a station, working in a show, working with other roles, working with consumers, working with advertisers
♦ communicating: storytelling through audio, working to a brief
♦ feeling: being receptive to feedback, being receptive to changing trends, learning about various roles and responsibilities in the audio and radio industries

Innovation

This meta-skill includes:

♦ creativity: generating ideas, creating a demo
♦ sense-making: researching, prioritising tasks, structures, logistics
♦ curiosity: learning about new roles and radio sectors, exploring how roles interact, exploring ideas
♦ critical thinking: analysing future tasks, evaluating completed tasks, considering improvements

Delivery of unit

You should deliver and assess the unit alongside Content Creation at SCQF level 8, Working in the Radio and Audio Industry at SCQF level 8 and selected optional units in the Higher National Diploma (HND) Radio at SCQF level 8.

Additional guidance

The guidance in this section is not mandatory.

You can deliver outcomes in any order. Where possible, you should deliver and assess this unit holistically with other units in the HND Radio framework and involve learners in producing audio. A demo could form part of learners' assessment for outcome 3.

For outcome 1, you should highlight which radio and audio sector roles learners can cover, as these industries are ever-evolving. Learners can explore roles including:

♦ station manager
♦ programming team
♦ music team
♦ news team
♦ sales team

You can assess learners by asking them to create a detailed proposal for their own radio station. They should factor in the roles they would need and justify their choices with reference to research into current industry practice.

Ideally, learners should cover outcomes 2 and 3 through a specified radio show or radio station role, in agreement with you. This role should involve learners actively producing regular content. In a student radio station, this can be as a station manager, programme controller, head of music, head of news, or another relevant role. If you are not delivering this unit in a centre that has a student radio station, learners can produce or present an isolated radio show or podcast.

For outcome 2, learners can gather evidence through pitch and planning documents or discussions, laying out their strategic objectives and explaining how they achieve them. Learners' strategies should also include any planned campaigns or promotions they intend to roll out.

You can assess outcome 3 through product evidence, reports or an audio demo capturing either highlights of the show learners have created or their management role in a radio station. Learners do not need to be involved in presenting in this demo, and they can submit it as a production demo.

Demos are subjective, but they should be between two and five minutes in length and feature a variety of different content pieces. A 'presenter' demo should include content links, music passion links, interview clips, crunch and rolls, and live reads. A 'producer' demo should include a variety of the learner's ideas. A demo should highlight a programme manager's variety of programming, the variety of music scheduled by a head of music, and the variety of news pieces read by a head of news.

For outcome 4, learners should keep a record of what they have done in their role, and evaluate their performance. This evaluation should include:

♦ an analysis of their own contribution and that of other team members
♦ the strengths and weaknesses of the show or radio station operation
♦ points for improvement in future

Where possible, audience feedback should also form part of this evaluation.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Information for learners

Radio Station Operation (SCQF level 8)

This section explains:

♦ what the unit is about
♦ what you should know or be able to do before you start
♦ what you need to do during the unit
♦ opportunities for further learning and employment

Unit information

This unit allows you to develop an understanding of the roles and responsibilities involved in managing a regular podcast, radio show or radio station.

Before starting this unit, you should have experience in producing radio or audio content.

You learn how to plan, create and evaluate content created for a long-term audio project. You analyse roles in radio station operation, and devise and implement a strategy for managing a regular show or radio station. You also evaluate performance.

In carrying out your project, you develop your meta-skills in self-management, social intelligence and innovation. You develop your critical thinking abilities through evaluating your project. You also expand your skills in collaborating, creativity and communicating.

You broaden your knowledge of the current radio and audio industry, and find out about opportunities for working there. Throughout this unit you can explore roles in radio station operation, including:

♦ station manager
♦ programming team
♦ music team
♦ news team
♦ sales team

Grading

This unit contributes to your overall final grade.

Administrative information

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Superclass: KA

History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.