

Next Generation Higher National Unit Specification

Advanced Radio Presentation (SCQF level 8)

Unit code: J6FM 48
SCQF level: 8 (8 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.

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Unit purpose

The purpose of this unit is to provide learners with the advanced knowledge and skills necessary to present radio programmes and to deliver items of speech broadcasting either distinct from or incorporated in a music programme.

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

Unit outcomes

Learners who complete this unit can:

- 1 demonstrate practical abilities of vocal mechanics
- 2 analyse the factors that influence presentation styles
- 3 present and evaluate vocal abilities from a range of platforms

Evidence requirements

To successfully achieve this unit, learners must provide evidence for the following outcomes:

Outcome 1

- ◆ perform basic vocal warm-up exercises
- ◆ display adequate use of breathing techniques
- ◆ demonstrate appropriate posture for vocal performance
- ◆ explain basic requirements for voice maintenance

Outcome 2

- ◆ evaluate characteristics of radio performances across a minimum of three different outlets or styles
- ◆ analyse the factors that influence radio presentation styles

Outcome 3

- ◆ perform a series of short vocal performances to broadcast standard
- ◆ read a variety of scripts in a variety of styles
- ◆ demonstrate variety of tone, pace and vocal control
- ◆ display appropriate microphone technique
- ◆ critique own vocal performance
- ◆ provide constructive feedback on others' vocal performance

This unit is designed to be practical in nature. Learners should keep a portfolio containing all relevant documentation, such as scripts and written assessments. This is an important part of their assessment evidence.

Where you assess outcomes through verbal performance, you should maintain the audio recordings on an accessible broadcast standard format.

You should record learners' achievements of outcome briefs on an appropriate assessor's checklist.

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 |
|--|--|
| <p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ posture ◆ voice maintenance techniques | <p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ perform vocal exercises ◆ demonstrate breathing techniques ◆ perform vocal warm-ups |
| <p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ format ◆ target audience ◆ language ◆ station style ◆ programme brief | <p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ analyse presentation styles |
| <p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ presentation style ◆ pacing, pitch, pausing and phrasing ◆ microphone technique ◆ accents ◆ signposting ◆ avoiding rhythms, patterns and clichés | <p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ use pace, pitch, pausing and phrasing when presenting ◆ demonstrate microphone techniques ◆ read from scripts ◆ ad lib |

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: listen to, and analyse, presentation techniques
- ◆ adapting: willingness to learn, critical reflection, resilience, working under pressure
- ◆ initiative: practicing and trying out techniques to improve presentation skills

Social intelligence

This meta-skill includes:

- ◆ communicating: clearly and concisely using voice to present and convey information
- ◆ feeling: listening to others and understanding how the voice can convey meanings, understanding the needs of different audiences
- ◆ collaborating: working with contributors or others as part of a team

Innovation

This meta-skill includes:

- ◆ curiosity: asking questions, researching, looking at things from a different angle, engaging with and understanding industry practice
- ◆ creativity: trying out different presentation techniques
- ◆ sense-making: researching, analysing the impact of different presentation styles
- ◆ critical thinking: logical thinking, making judgements based on facts, decision-making

Literacies

Learners develop core skills in the following literacies:

Communication

Learners develop communication skills by communicating clearly and concisely using voice to present and convey information.

Digital

Learners develop digital skills and computer literacy through using different software and hardware.

Delivery of unit

If you deliver this unit as part of a group award, we recommend that you teach and assess in the subject area of the group award to which it contributes.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

This unit is primarily concerned with giving learners the knowledge and skills they need to perform radio presentations to broadcast standard.

Learners should demonstrate an understanding of the effects of vocal preparation and maintenance on performances. Through the analysis of a range of vocal performances, learners should be able to identify the vocal characteristics appropriate to context and format.

Learners should demonstrate their ability to handle the stresses and demands of radio presentation while operating equipment. Although learners at this level are not bound by the true constraints of a live radio broadcast — the amount of time for adequate preparation, for example, can be much more flexible than in professional radio practice — conditions should be as realistic as possible.

While help may be available, learners should record their performances without technical assistance if possible.

Approaches to delivery

If you deliver this unit as part of the Higher National Diploma (HND) Radio, there is no set sequence of unit delivery in the group award. However, when scheduling delivery you should be mindful that learners would clearly benefit from the knowledge and skills developed in this unit if they plan to present in other units in the group award. You can integrate delivery and assessment of outcome 3 with other units. Learners can conduct peer assessments for outcome 3 to reflect industry-standard airchecks. You can then evaluate these peer assessments. Peer assessment plays an important role in this unit, to reflect the workplace realities of being part of a production team.

Approaches to assessment

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.

Experiencing a range of assessment methods helps learners to develop different skills that should be transferable to work or further and higher education.

Demonstrate practical abilities of vocal mechanics (outcome 1)

You can assess outcome 1 through an observational checklist that you can integrate with outcomes 2 and 3, where students can demonstrate suitable preparation for vocal performances.

Analyse the factors that influence presentation styles (outcome 2)

You can assess this outcome through a short written or verbal response. Learners should consider a variety of radio outlets, including national and local broadcasts, to broaden the range of styles analysed. They should analyse a minimum of three different outlets.

Present and evaluate vocal abilities from a range of platforms (outcome 3)

You can assess outcome 3 through vocal performances. Learners can record these on a portable recorder or in a radio studio environment. Performances should cover a range of styles, to suit an agreed programme format and target audience.

Learners should support the practical evidence they generate for this outcome with an evaluation of their own performance, and constructive feedback on another learner's performance. This could take the form of a short report (either written or oral).

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

Advanced Radio Presentation (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 your own radio presentation skills and your ability to direct others in radio presentation roles. Radio's intimate relationship with its listeners is largely because it communicates through the human voice. In this unit, you learn how to look after your voice, the different ways voice is used on the radio, and how to apply that knowledge in your own presentation roles.

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

This unit has three main areas, each of which has a separate outcome. In outcome 1, you learn how to support and care for your voice, so you can get the most out of it. In outcome 2, you explore the way radio presentation styles shift in response to factors including programme type (such as news, music or magazine), target audience and time of day. You then demonstrate some of those different styles yourself. In addition, you evaluate your own performance and that of another learner.

Your lecturer observes you demonstrating and explaining your learning. You must submit audio recordings or written work to show that you have the necessary skills and understanding to achieve this unit. Your lecturer keeps records of your work as assessment evidence.

Throughout this unit, you develop your meta-skills in self-management, social intelligence and innovation.

Grading

This unit contributes to your overall final grade.

Administrative information

Published: July 2022 (version 1.0)

Superclass: KA

History of changes

| Version | Description of change | Date |
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