

Next Generation Higher National Unit Specification

Radio and Podcast Production (SCQF level 8)

Unit code: J8RL 48

SCQF level: 8 (24 SCQF credit points)

**This unit is available in a restricted delivery
model from academic session 2025**

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

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Unit purpose

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

Learners study the unit as part of Higher National Diploma (HND) Radio and Podcasting. They can also study it on a stand-alone basis.

Learners who complete the unit may wish to progress to further studies and/or seek work in the radio and podcasting industry.

Unit outcomes

Learners who complete this unit can:

1. analyse different job roles and functions in radio or podcast production
2. devise a strategy for managing a regular radio show or podcast
3. implement a strategy for managing a regular radio show or podcast
4. evaluate performance in a regular radio show or podcast

Evidence requirements

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

Outcome 1

Learners must produce evidence to show they can analyse job roles and functions in radio or podcast production regarding:

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

Outcome 2

Learners must produce evidence to show they can devise a strategy for managing a regular radio or podcast show 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 regular show, including its online presence and use of social media

Outcome 3

Learners must produce evidence to show they can implement a strategy for managing a regular radio or podcast show that:

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

Outcome 4

Learners must produce evidence to show they can evaluate performance in a regular show by:

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

Grading

This unit contributes to learners' overall final grade if delivered as part of HND Radio and Podcasting. Please refer to the grading pack.

Knowledge and skills

Knowledge	Skills
<p>Outcome 1</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • a broad range of radio or podcast positions and jobs • the roles and responsibilities of radio or podcast positions and jobs 	<p>Outcome 1</p> <p>Learners can:</p> <ul style="list-style-type: none"> • demonstrate understanding of a broad range of radio or podcast positions and jobs • analyse the responsibilities of a broad range of radio or podcast positions and jobs
<p>Outcome 2</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • the responsibilities of managing a regular radio show or podcast • how to plan for a long-term project 	<p>Outcome 2</p> <p>Learners can:</p> <ul style="list-style-type: none"> • plan a regular radio show or podcast
<p>Outcome 3</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • how to implement a strategy • how to carry out a role across a long-term project 	<p>Outcome 3</p> <p>Learners can:</p> <ul style="list-style-type: none"> • meet objectives and deadlines • adapt and respond to change
<p>Outcome 4</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • how to keep a regular record of their activities on a long-term project • how to evaluate their performance on a project 	<p>Outcome 4</p> <p>Learners can:</p> <ul style="list-style-type: none"> • keep a detailed record of their activities while working on a long-term project • evaluate their own performance on a project

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

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

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
 - storytelling through audio
 - working to a brief
- collaborating:
 - working with others to produce a show
 - working in a show
 - working with consumers, advertisers and other roles
- feeling:
 - being receptive to feedback
 - being receptive to changing trends
 - learning about various roles and responsibilities in radio and podcasting

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
 - learning about new roles
 - exploring how roles interact
 - exploring ideas

- creativity:
 - generating ideas
 - creating a demo
- sense-making:
 - researching
 - prioritising tasks, structures and logistics
- critical thinking:
 - analysing future tasks
 - evaluating completed tasks
 - considering improvements

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Delivery of unit

You should deliver and assess the unit alongside the following units in HND Radio and Podcasting at SCQF level 8:

- Content Creation
- Working in the Radio and Audio Industry
- selected optional units

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

You can deliver outcomes in any order. Where possible, you should deliver and assess this unit holistically with other units in the HND Radio and Podcasting framework.

Analyse different job roles in radio and podcast production

(outcome 1)

For outcome 1, you should highlight which radio and audio podcasting roles learners can cover, as these industries are ever evolving. Learners can explore roles including (but not limited to):

- 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 regular show. They should factor in the roles they would need and justify their choices, with reference to research into current industry practice.

Devise a strategy for managing a regular radio show or podcast (outcome 2) and implement a strategy for managing a regular radio show or podcast (outcome 3)

Ideally, learners should cover outcomes 2 and 3 through a specified radio or podcasting 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 highlights of the show learners have created. 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 2 and 5 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.

Evaluate performance in a regular radio show or podcast (outcome 4)

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 regular radio or podcast show
- 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 must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Radio and Podcast Production (SCQF level 8)

This information 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 helps 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.

On completion of this unit, you can:

1. analyse different job roles and functions in radio and podcast production
2. devise a strategy for managing a regular radio show or podcast
3. implement a strategy for managing a regular radio show or podcast
4. evaluate performance in a regular radio show or podcast

You learn how to plan, create and evaluate content created for a long-term audio project

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 meta-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 the unit you can explore roles in radio station operation, including (but not limited to):

- station manager
- programming team
- music team
- news team
- sales team

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the radio and podcasting sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

This meta-skill includes:

- focusing:
 - keeping to a project over a long-term period
 - remaining focused
- integrity:
 - creating compliant work, with safe and ethical working practices

- adapting:
 - forward planning
 - timekeeping
 - keeping weekly updates
 - adapting to changing situations

- initiative:
 - generating content
 - thinking of new ideas
 - improving ideas

Social intelligence

This meta-skill includes:

- communicating:
 - storytelling through audio
 - working to a brief

- collaborating:
 - working with others
 - working in a show
 - working with consumers, advertisers and other roles

- 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:

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

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the radio and podcasting sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Administrative information

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Superclass: KA

History of changes

Version	Description of change	Date

Please check SQA's website to ensure you are using the most up-to-date version of this unit.

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