

NextGen: HN unit specification

Radio Music Programme Production (SCQF level 7)

Unit code: JHFW 47

SCQF level: 7 (8 SCQF credit points)

Valid from: August 2026

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 provides learners with the opportunity to produce and present a music programme to broadcast standard, and to understand the administrative and policy requirements of music programming.

Entry to the unit is at your centre's discretion. Before they start the unit, we recommend learners have one or more of the following:

- prior knowledge and/or skills in music programme production, for example in a community or hospital radio setting
- Creative Industries or Media units at SCQF level 6, for example Media: Making a Radio Programme

Learners study this unit as part of HNC Television. They can also study it on a stand-alone basis.

Learners who complete the unit as part of HNC Television can progress to further study, or work in radio or podcasting.

Unit outcomes

Learners who complete this unit can:

1. produce and present a music programme
2. implement the administrative and policy requirements of music programming

Evidence requirements

Learners must provide evidence to demonstrate their knowledge and/or skills across all outcomes.

Outcome 1

Learners must show that they can:

- produce planning documentation (for example a script or notes, running order, show clock) according to a standard layout that is appropriate to the programme audience and purpose, and type of radio station
- present and record a music programme in an appropriate format
- demonstrate appropriate use of link structure
- demonstrate appropriate use of station imagers
- produce a production file containing supporting documentation, as required for the programme
- demonstrate use of social media as part of the music programme

Learners must produce a 'pitch' for a specified type or style of music programme. The pitch should be at least 100 words or equivalent in length and include a description of the target audience and projected time of transmission. Learners' pitches can be written or oral.

Learners' production files are a key part of the assessment evidence for this outcome.

Outcome 2

Learners must show that they can:

- comprehensively explain music and programming policy in terms of purpose and audience
- accurately explain the legal factors affecting music presentation
- describe the process of automated music scheduling

Learners should understand and be able to describe the legal factors and policies that apply to music programming. Legal factors should include aspects of copyright law, reference to licensing requirements, and retention of programmes for complaint procedures.

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: • the needs of the target audience • how to compile planning documentation appropriate to the style of programme they are presenting • use of imagers • link structure • housekeeping (for example including time checks, mentions of the station name and wider station promotion) • how to deal with any unexpected problems and meet deadlines • knowledge of technical resources for programme recording • audience interaction through social media	Outcome 1 Learners can: • present a programme • compile appropriate planning documentation • deal with unexpected problems and meet deadlines • use technical resources
Outcome 2 Learners should understand: • music and programming policy • legal factors affecting music presentation • copyright • automated scheduling	Outcome 2 Learners can: • comply with music and programming policy • comply with legal factors that affect music presentation • comply with current copyright legislation

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:
 - managing time effectively
 - setting goals
 - maintaining concentration when showcasing knowledge and skills
- integrity:
 - approaching problems with a solution-focused mindset
 - working safely and ethically, complying with relevant legislation and policy
- adapting:
 - exploring alternative techniques and approaches when ideas evolve
 - learning from mistakes
 - using feedback to improve
- initiative:
 - making decisions without constant direction
 - taking responsibility for outcomes
 - showing perseverance when work becomes challenging

Social intelligence

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

- communicating:
 - explaining ideas clearly
 - using visual and verbal communication
 - presenting to different audiences
 - justifying creative decisions
- feeling:
 - showing audience awareness
 - demonstrating emotional intelligence when giving and receiving feedback
 - considering user needs and experience
- collaborating:
 - sharing ideas and resources
 - negotiating creative decisions
 - respecting roles and responsibilities
 - promoting others' ideas and content
- leading:
 - taking responsibility for planning, developing and recording a programme

Innovation

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

- curiosity:
 - asking questions and exploring possibilities
 - showing investigative research skills

- learning independently
- connecting ideas across sources
- creativity:
 - showing divergent thinking
 - demonstrating experimentation and risk-taking
 - showing original problem solving
 - combining ideas in new ways
- sense-making:
 - making informed decisions about creative direction and content, to meet the needs of the target audience
- critical thinking:
 - using analytical thinking
 - decision making using evidence
 - showing reflective practice
 - judging quality and effectiveness

Literacies

This unit provides opportunities to develop the following literacies.

Numeracy

Learners develop numeracy skills by:

- using mathematical thinking to:
 - plan the script to meet the programme duration
 - support technical proficiency and problem solving

Communication

Learners develop communication skills by:

- pitching and explaining clearly their ideas and programme format
- presenting a programme
- producing a programme that meets the needs of the target audience

Digital

Learners develop digital skills by:

- exploring digital tools to support research, and to record and present their work
- using digital platforms, tools and software to create, edit, publish and manage content
- understanding digital safety, privacy settings and responsible online behaviour

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

If you deliver the unit as part of HNC Television, you should deliver it towards the end of the academic session, when learners are familiar with recording studios and comfortable relating to music.

Learners would benefit from the opportunity to talk to radio industry professionals, especially those who are responsible for shaping and implementing the music policy of a radio station.

The amount of time you allocate to each outcome is at your discretion. The overall unit delivery time is a notional 40 hours of contact time for delivery and assessment. We expect learners to commit to a further 40 hours of self-directed study.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

This unit is especially useful to those who wish to train as music programme presenters. You should help learners to understand that radio is a business and that stations are in competition with one another to attract audiences. For the BBC, funded by the licence fee, the aim is to entertain, inform, educate and connect. For commercial radio, there is an added edge — stations need to attract advertising and sponsorship to survive, and music programmes have proved to be one of the most popular means of winning large audiences.

Resources

Learners should have access to software for music scheduling and playout.

Approaches to delivery

For outcome 1, learners should understand that it's not just the music that attracts an audience to a programme, but also the style of presentation, how well thought out the content is, and the actual time of transmission. Local appeal can be important too, and you should encourage learners to include information important to the community, for example local news, traffic and travel reports, or local weather. Other elements that may be appropriate include:

- commercials
- trails
- jingles
- stings
- live reads about competitions or wider station promotion
- live or pre-recorded inserts

The programme could be part of a longer music programme. It might, for instance, be the first, second or third hour of an afternoon programme. You should allow learners to pitch for any kind of music programme, for example chart, dance, indie, folk, country, Christmas or Valentine's Day programmes. Encourage creativity in the planning of programmes not necessarily heard on the current radio scene. A pitch for a programme to go out in a niche market on digital audio broadcasting (DAB) radio at some future date is acceptable, if the case is well argued.

In the explanation of music and programming policy that forms the assessment for outcome 2, learners can:

- offer a general understanding of policies and refer to several radio stations; or
- explain the policy of one particular station

Learners should be aware that independent stations operate within music formats that relate to their licence to broadcast.

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.

Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further or higher education.

You assess learners' production and presentation of a music programme containing all the knowledge and/or skills elements of outcome 1, and a written or oral assignment for outcome 2 that describes the administrative and policy requirements of music programming. For outcome 1, you should use an assessor's checklist based on SCQF level 7 standards to ensure that learners' production and presentation skills are clearly authenticated.

Produce and present a music programme (outcome 1)

Learners should produce and present a programme of a professional standard using music scheduling and playout software. They should plan a 1-hour programme to replicate the 1-hour blocks used in radio scheduling. Learners must state in their pitch what type of station might transmit their planned programme, for example the BBC or a commercial station. Pitches should also include the projected time of transmission, for example if it's a weekday or weekend programme and what time of day it would be transmitted. If a learner's programme is aimed at a peak time audience in an independent radio station, they should present it in an appropriate manner and include commercial breaks.

Encourage learners to balance their music sequencing in terms of:

- flow
- tempo
- impact
- openers
- male and female singers
- groups and single acts

Learners should be able to verbally explain production decisions. They should present their planning documentation and running order in a conventional layout. If possible, you should provide learners with examples of running order material. It is important that you allow learners to be spontaneous in their presentation. They do not have to supply a script for links, but if learners have drawn up supporting materials such as prompts, links, research, questions and competitions, they should include them in their production files and submit them in their portfolios of evidence for the unit.

Learners' portfolios may also contain evidence of complying with Performing Rights Society requirements (for example screenshots and digital or printed copies).

Learners presenting a music programme for an independent station should sign a commercial log to indicate that they played all commercials.

Implement the administrative and policy requirements of music programming (outcome 2)

In their assignment, learners could include reference to leading brands of software for music scheduling and playout. However, that is not essential. It is the principles by which such software governs and manages the station's music policy and reporting that should be clear from learners' responses to outcome 2.

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 Music Programme Production (SCQF level 7)

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 enables you to make a substantial music programme of broadcast standard. It emphasises not just presentation skills, but how to shape and design a music programme to include other important content, for example commercials, trails, entertainment news, and wider station promotion. You learn how radio stations define the music and programming policies that underpin the type of music they play and the audiences they target. You understand how this shapes the programme schedule on weekdays and weekends. Radio stations need a licence to broadcast, and you learn about some of the associated legal and regulatory obligations.

Entry to the unit is at your centre's discretion. Before starting the unit, we recommend you have one or more of the following:

- prior knowledge and/or skills in music programme production, for example in a community or hospital radio setting
- Creative Industries or Media units at SCQF level 6, for example Media: Making a Radio Programme

Throughout the unit, you:

- carry out administrative procedures that accompany programme making, such as completing copyright and commercial airtime forms

- make a pitch for your music programme that reflects your understanding of the broader context and specifies target audience, style of programme, and time of broadcast — all appropriate to the type of station chosen
- explain the music and programming policy of a radio station or stations (referring to a radio station of your choice or explaining the main concepts that underlie music and programming policies)
- produce and present a 45-minute radio programme
- record the programme and produce comprehensive planning documentation and a running order

You don't have to write up any presentation links but, if you do, it is useful to keep and submit them as part of your portfolio, along with any other material you generate, for example research, competition ideas, and traffic and travel updates. Finally, you must explain the complexities of automated music scheduling.

If you complete the unit as part of HNC Television, you may progress to further study or work in radio and podcasting.

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the creative industries.

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:
 - managing time effectively
 - setting goals
 - maintaining concentration when showcasing knowledge and skills

- integrity:
 - approaching problems with a solution-focused mindset
 - working safely and ethically, complying with relevant legislation and policy
- adapting:
 - exploring alternative techniques and approaches when ideas evolve
 - learning from mistakes
 - using feedback to improve
- initiative:
 - making decisions without constant direction
 - taking responsibility for outcomes
 - showing perseverance when work becomes challenging

Social intelligence

This meta-skill includes:

- communicating:
 - explaining ideas clearly
 - using visual and verbal communication
 - presenting to different audiences
 - justifying creative decisions
- feeling:
 - showing audience awareness
 - demonstrating emotional intelligence when giving and receiving feedback
 - considering user needs and experience
- collaborating:
 - sharing ideas and resources
 - negotiating creative decisions

- respecting roles and responsibilities
- promoting others' ideas and content
- leading:
 - taking responsibility for planning, developing and recording a programme

Innovation

This meta-skill includes:

- curiosity:
 - asking questions and exploring possibilities
 - showing investigative research skills
 - learning independently
 - connecting ideas across sources
- creativity:
 - showing divergent thinking
 - demonstrating experimentation and risk-taking
 - showing original problem solving
 - combining ideas in new ways
- sense-making:
 - making informed decisions about creative direction and content, to meet the needs of the target audience
- critical thinking:
 - using analytical thinking
 - decision making using evidence
 - showing reflective practice
 - judging quality and effectiveness

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 creative industries. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Administrative information

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History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this unit.

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