

# Qualification specification

**NCFE Level 2 Certificate in Radio**  
**QN: 601/4204/2**

**This qualification is now withdrawn**



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## Summary of changes

This section summarises the changes to this Qualification Specification since the last version (Issue 4 October 2018). Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
V4.0	October 2018	First publication
V4.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
V4.2	June 2022	<ul style="list-style-type: none"><li>Information added to the <a href="#">achieving this qualification</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</li><li>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</li><li>Information added to the <a href="#">support for centres</a> section about how to access support handbooks.</li></ul>

# Section 1

## Qualification overview

# Qualification overview

## Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Radio.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Radio.

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## About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/4204/2.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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## Things you need to know

- Qualification number (QN): 601/4204/2
  - Aim reference: 60142042
  - Total Qualification Time (TQT): 150
  - Guided learning hours (GLH): 120
  - Credit value: 15
  - Level: 2
  - Assessment requirements: internally assessed and externally moderated portfolio of evidence
- 

## Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
  - an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.
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## **Aims and objectives of this qualification**

This qualification aims to:

- develop intermediate technical skills and knowledge within radio
- enable learners to explore the industry and the roles within it
- provide a supportive progression route into further learning.

The objective of this qualification is to help learners to:

- progress into a Level 3 qualification in Radio or other related qualifications with a view to further learning or employment.

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## **Entry guidance**

This qualification is designed for learners aged pre-16 and above who wish to develop technical skills and knowledge in Radio in order to advance into employment or further learning.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification in Radio.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Achieving this qualification

To be awarded the Level 2 Certificate in Radio, learners are required to successfully complete **2** mandatory units and **2** optional units.

### Mandatory units

- Unit 01 Create a radio programme (5 credits)
- Unit 02 Prepare for employment in the radio industry (2 credits)

### Optional units

- Unit 03 Digital audio in radio production (4 credits)
- Unit 04 Radio production assistant skills (4 credits)
- Unit 05 Record audio for radio production (4 credits)
- Unit 06 Set up a webcasting operation (4 credits)
- Unit 07 Write a radio commercial (4 credits)
- Unit 08 Radio journalism skills (4 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3.

To achieve the Level 2 Certificate in Radio, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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## **Progression opportunities**

Learners who achieve this qualification could progress to:

- Level 3 Diploma in Radio
- Level 2 Award in Podcasting
- Level 3 Media Techniques
- Music Technology qualifications
- Apprenticeship in Creative and Digital Media

It may also be useful to learners studying qualifications in the following sectors:

- media and communication
  - arts, media and publishing.
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## **Barred units, equivalencies and exemptions**

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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## **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

## **Credit transfer**

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications <https://register.ofqual.gov.uk> and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

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## **Staffing requirements**

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this/these qualification/s must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

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## **Resource requirements**

To assist in the delivery of this qualification, centres/learners should have access to:

- Audio recording equipment
  - A laptop, PC or tablet computer
  - Audio editing software
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## **Support for learners**

### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL– you can devise your own evidence-tracking document instead.

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## **Support for centres**

There are a number of documents available on the NCFE website that centres might find useful.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

### **Centre Support Guide**

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

### **Reasonable Adjustments and Special Considerations Policy**

This policy is aimed at customers - including learners - who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website

### **Subject maps**

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

### **Fees and Pricing**

The current Fees and Pricing Guide is available on the NCFE website

### **Training and support**

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

## **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills

Section 4 shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4.

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## Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

This qualification has been mapped against the relevant Radio NOS. More detailed mapping is provided in Section 5.

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# Section 2

## Assessment and moderation

# Assessment and moderation

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Certificate in Radio is internally assessed.

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## Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 3.

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

Evidence may be drawn from actual or simulated situations, where appropriate.



Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

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## **Moderation**

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Customer Support Guide.

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# Section 3

## Structure and content

# Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

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## Unit summaries

### Unit 01 Create a radio programme (H/506/6415)

The aim of this unit is to guide learners through the process of creating a radio programme and allow them to acquire the necessary skills to do this. Learners will develop an understanding of the factors that affect radio programme production as well as exploring their own ideas for content. This knowledge will then be used to record and evaluate a radio programme.

Guided learning hours: 40

Credit value: 5

Level: 2

This unit is **mandatory**

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### Unit 02 Prepare for employment in the radio industry (T/506/6421)

In this unit learners will have the opportunity to explore employment in the radio industry and how best to approach this as a career. This will include identifying key pathways that lead to further training or employment. Learners will then use this knowledge through production of a career plan and curriculum vitae.

Guided learning hours: 20

Credit value: 2

Level: 2

This unit is **mandatory**

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### Unit 03 Digital audio in radio production (M/506/6420)

In this unit learners will gain both in-depth knowledge and practical skills in digital audio production. This will range from the type of digital audio and its creation through to making digital audio ready for use in a radio programme.

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is **optional**

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## Unit summaries (cont'd)

### Unit 04 Radio production assistant skills (A/506/6419)

This unit aims to enable learners to develop their skills and knowledge relating to being a radio production assistant. It involves understanding the various roles and responsibilities of a radio production assistant and using this learning to support the creation of a radio programme.

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is **optional**

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### Unit 05 Record audio for radio production (T/506/6418)

In this unit learners will discover how to set up and prepare for the recording of audio. This includes understanding sound, identifying the correct equipment and removing any faults. Learners will then use this acquired knowledge to record and assess their own audio.

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is **optional**

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### Unit 06 Set up a webcasting operation (K/506/6416)

In this unit learners will gain an understanding of webcasting via exploration of the ideas and practice behind existing webcasting operations and comparing how they might produce their own. Using this knowledge, learners will then set up and operate a webcast using the internet.

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is **optional**

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### Unit 07 Write a radio commercial (D/506/6414)

This unit aims to enable learners to write a commercial for use in radio. It covers the components and practical requirements of a radio commercial and then allows learners to plan, write and evaluate their own.

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is **optional**

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## Unit summaries (cont'd)

## Unit 08 Radio journalism skills (Y/506/6413)

In this unit learners will develop the skills to research, produce and present news items as well as interview segments for use in radio production. Learners will get the opportunity to collaborate with others to research and prepare material which would contribute to an overall radio programme.

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is **optional**

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## **Unit 01 Create a radio programme (H/506/6415)**

The learner will:

- 1 Understand different radio stations, audiences and scheduling

The learner can:

- 1.1 Identify the different sectors in the radio industry
  - 1.2 Describe different programming styles
  - 1.3 Describe what is meant by 'target audience' and how it affects programming
  - 1.4 Give examples of how scheduling can affect style and content of programming
  - 1.5 Describe radio regulatory body guidelines and station practice
- 

The learner will:

- 2 Be able to develop ideas for radio content

The learner can:

- 2.1 Suggest ideas for radio programme content
  - 2.2 Describe how different research sources might be used to develop radio content
  - 2.3 Research ideas for radio content using a range of different research sources
  - 2.4 Plan and organise the collection of audio for radio content
  - 2.5 Contribute to the development of presenter supporting material for radio content
  - 2.6 Write links for features and interviews
-

## **Unit 01 Create a radio programme (H/506/6415) (cont'd)**

The learner will:

- 3 Be able to develop programme planning skills

The learner can:

- 3.1 Describe why it is important to prepare a running order for programmes
  - 3.2 Decide on a programme title and prepare a running order relating to target audience and scheduling
  - 3.3 Identify the main roles and the general duties of a production team
- 

The learner will:

- 4 Be able to record and evaluate a radio programme

The learner can:

- 4.1 Confirm that the studio desk is operational
  - 4.2 Adjust levels of audio sources
  - 4.3 Operate the studio desk for a programme
  - 4.4 Record the radio programme using digital audio media
  - 4.5 Follow health and safety procedures at all times
  - 4.6 Evaluate the production process
-



## Unit 01 Create a radio programme (H/506/6415) (cont'd)

### Assessment guidance

**Types of evidence:** learner report, professional discussion

**Assessment criteria:** 1.1–1.5, 2.1–2.5, 3.1, 4.6

**Additional information:** assessment of underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion. Evidence may be presented as written text or audio/video recordings and must include an evaluation of the production process. Programming styles may reflect a range of stations that cover content such as sports, current affairs, music or community-based radio.

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**Type of evidence:** written/oral questioning

**Assessment criteria:** 1.1–1.5, 2.2, 2.3, 3.1, 3.3

**Additional information:** assessment of some underpinning knowledge can be conducted using oral or written questions.

Wherever possible, evidence gained from observation and/or assessment of products is preferred. In any case, examples of recorded audio should be available.

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**Type of evidence:** research materials

**Assessment criteria:** 1.1, 2.3, 2.4, 1.5

**Additional information:** any research material used as evidence should be confirmed as the work of the learner. Research sources may include journals, internet, books, newspapers, magazines.

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**Types of evidence:** notes, minutes

**Assessment criteria:** 2.1, 2.3, 2.6, 3.2

**Additional information:** any planning notes or minutes of meetings used as evidence should clearly indicate the contribution of the learner.

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## Unit 01 Create a radio programme (H/506/6415) (cont'd)

### Assessment guidance (cont'd)

**Types of evidence:** scripts and interview questions

**Assessment criteria:** 2.4– 2.6, 3.2

**Additional information:** any script(s) used as evidence should be either wholly or substantially the work of the learner.

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**Types of evidence:** Assessor observation notes, expert witness testimony

**Assessment criteria:** 2.1, 2.5, 2.6, 3.2, 3.3, 4.1–4.4, 4.6

**Additional information:** the most effective method for confirming competent practice is through the observation of actual production activity. The testimony of expert witnesses may be used where first hand evidence is difficult or impossible to obtain. The production process is expected to lead to an actual broadcast or the recording of a show suitable for broadcast. However, activities may be simulated if obtaining evidence from an actual production presents significant difficulties. Wherever possible, observation sheets should be accompanied by a video or audio recording.

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**Types of evidence:** radio broadcast or webcast

**Assessment criteria:** 4.4

**Additional information:** this unit is all about the creation of a radio programme. This programme should be long enough to provide evidence of consistent, competent practice. A recording of the radio programme will not provide direct evidence for practical learning outcomes but will confirm that other evidence was obtained in the proper context. Individual involvement in group work will need to be documented thoroughly.

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**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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## Unit 02 Prepare for employment in the radio industry (T/506/6421)

The learner will:

- 1 Understand employment in the radio industry

The learner can:

- 1.1 Give examples of jobs in the radio industry
  - 1.2 Describe the roles and responsibilities of typical radio industry jobs
  - 1.3 Identify the skills and experience needed for typical radio industry jobs
  - 1.4 Describe the recruitment practices relevant to typical radio industry jobs
  - 1.5 Describe the training needed for typical radio industry jobs
- 

The learner will:

- 2 Be able to produce a career development plan

The learner can:

- 2.1 Identify short, middle and long-term career goals
  - 2.2 Describe training opportunities likely to help in meeting career development goals
  - 2.3 Describe ways to keep up to date with radio industry developments
  - 2.4 Describe possible sources of work experience
  - 2.5 Prepare a curriculum vitae
-

## Unit 02 Prepare for employment in the radio industry (T/506/6421) (cont'd)

### Assessment guidance

**Type of evidence:** learner report

**Assessment criteria:** 1.1–1.5, 2.1–2.5

**Additional information:** assessment of underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion. For assessment criterion 1.2, learners should list roles and responsibilities for at least 4 jobs. Sources of information may be gathered from books, journals, websites, video and audio recordings. Work experience may include news, research, presenting, journalism etc.

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**Type of evidence:** written/oral questioning

**Assessment criteria:** 1.1–1.5, 2.1–2.4

**Additional information:** assessment of some underpinning knowledge can be conducted using oral or written questioning. For assessment criteria 1.4 and 1.5, learners can be filmed talking about specific training requirements. Audio recordings may also be used to underpin witness statements and observation records.

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**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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## Unit 03 Digital audio in radio production (M/506/6420)

The learner will:

- 1 Understand features of digital audio production

The learner can:

- 1.1 Identify different types of digital audio required for radio production and their use
  - 1.2 Investigate how to access and obtain existing digital audio
  - 1.3 Describe the methods available to produce new digital audio
- 

The learner will:

- 2 Understand key technical issues involved in digital audio editing for radio production

The learner can:

- 2.1 Identify different media and formats available for audio
  - 2.2 Identify different types of audio editing software
  - 2.3 Describe the difference between working with single channel and multi-channel audio
- 

The learner will:

- 3 Be able to produce digital audio

The learner can:

- 3.1 Plan for the production of digital audio required for a radio production
  - 3.2 Create digital audio
  - 3.3 Evaluate the digital audio to ensure it meets radio production requirements
- 

The learner will:

- 4 Be able to manipulate digital audio using audio editing software

The learner can:

- 4.1 Open digital audio files in a suitable audio editing software
  - 4.2 Perform editing, playback and saving operations on the digital audio using the audio editing software
  - 4.3 Compile digital audio files into a given sequence using the audio editing software
-

### **Unit 03 Digital audio in radio production (M/506/6420) (cont'd)**

The learner will:

- 5 Be able to make digital audio ready for use in radio production

The learner can:

- 5.1 Collect pre-recorded digital audio for use in a radio programme
  - 5.2 Make adjustments to the digital audio to ensure consistent volume levels for use in a radio programme
  - 5.3 Evaluate the digital audio to ensure it meets technical and artistic requirements
-

## Unit 03 Digital audio in radio production (M/506/6420) (cont'd)

### Assessment guidance

**Types of evidence:** learner report, professional discussion

**Assessment criteria:** 1.1–1.3, 2.1–2.3, 3.1, 3.2

**Additional information:** assessment of underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion.

Learner reports/logs can also be used to provide a record of practical activity, when independently verified for authenticity. However, observation evidence should be given preference wherever possible. Reports used in this way should normally be accompanied by examples of recorded audio.

- 1.1 The learner will need to specifically supply information to identify different digital audio file formats (WAV, AIFF, MP3, FLAC, SHN).
  - 3.1 Planning for audio production may include analysis of a suitable file format and bit rate ie 320 Kbps MP3.
  - 3.2 Digital Audio may be created by a real time recording.
- 

**Type of evidence:** written/oral questioning

**Assessment criteria:** 1.1–1.3, 2.1–2.3, 3.1, 3.3, 5.3

**Additional information:** assessment of all of this unit's activity can be conducted using oral or written questions, where the questions relating to practical criteria concentrate on 'how' the learner achieved them. Wherever possible, however, evidence gained from observation and/or assessment of products is preferred. In any case, examples of recorded audio should be available.

Evaluations of the finished recording need to contain an element of critical analysis and not just a description of technique or process. (5.3)

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## Unit 03 Digital audio in radio production (M/506/6420) (cont'd)

### Assessment guidance (cont'd)

**Types of evidence:** Assessor observation notes, expert witness testimony

**Assessment criteria:** 2.1–2.3, 3.1, 3.2, 4.1–4.3, 5.1, 5.2

**Additional information:** the most effective method for confirming competent practice is through the observation of actual production technique. Observation records, however, are not suitable as the only source of evidence and will need to be supplemented by video and/or audio recording to aid authenticity and validity of the evidence.

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**Type of evidence:** audio recordings

**Assessment criteria:** 3.2, 4.1–4.3, 5.2,

**Additional information:** this unit requires the learner to record audio. Examples of recorded audio, verified as the work of the learner, should be provided to support reports and/or in response to questioning.

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**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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## **Unit 04 Radio production assistant skills (A/506/6419)**

The learner will:

- 1 Understand key aspects of the role of radio production assistant

The learner can:

- 1.1 Give examples of different types of radio station
  - 1.2 Describe the typical roles and responsibilities of a radio production assistant in the context of different types of radio station
  - 1.3 Identify current sources of information for research purposes
  - 1.4 Describe key licensing and copyright issues involved in obtaining digital audio material for use in radio productions
  - 1.5 Describe station procedures for logging the acquisition and use of technical resources
  - 1.6 Describe health and safety requirements relevant to the production assistant's role
- 

The learner will:

- 2 Be able to carry out the roles and responsibilities of a radio production assistant to support the creation of a radio programme

The learner can:

- 2.1 Carry out programme research activity
  - 2.2 Contribute to the care and management of guests and contributors
  - 2.3 Ensure that resources used in the production of radio programmes are available to the production team when required
  - 2.4 Assist in the radio programme production process as defined by the roles and responsibilities typical of the station type
  - 2.5 Evaluate their role as part of the production process
-

## Unit 04 Radio production assistant skills (A/506/6419) (cont'd)

### Assessment guidance

**Types of evidence:** learner report, professional discussion, evidence of current research sources.

**Assessment criteria:** 1.1–1.6

**Additional information:** assessment of any underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion. Evidence may be presented as written text or audio/video recordings and must include a critical analysis of the production process.

1.4 Licensing and copyright control issues may include PRS, MCPS, and library music subscriptions.

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**Type of evidence:** written/oral questioning

**Assessment criteria:** 1.2–1.6

**Additional information:** assessment of some underpinning knowledge can be conducted using oral or written questions. This may be evidenced visually or by an audio recording.

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**Types of evidence:** Assessor observation notes, expert witness testimony

**Assessment criteria:** 2.1–2.4

**Additional information:** the most effective method for confirming competent practice is through the observation of the learner acting as a production assistant. The testimony of expert witnesses may be used where first hand evidence is difficult or impossible to obtain. Group work will need to show detailed evidence for each student and their ability to assist in radio production as defined by standard roles and responsibilities.

2.2 Care and management of guests may include meet and greet, briefings on interview procedures and station policies.

---

**Type of evidence:** research material

**Assessment criteria:** 1.1, 1.3, 1.4, 2.1

**Additional information:** any research material used as evidence should be confirmed as the work of the learner. Research sources need to be evidenced as being current and may take the format of books, journals, web sites or audio and video recordings.

---

## **Unit 04 Radio production assistant skills (A/506/6419) (cont'd)**

### **Assessment guidance (cont'd)**

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

---

## **Unit 05 Record audio for radio production (T/506/6418)**

The learner will:

- 1 Understand the basic nature of sound

The learner can:

- 1.1 Describe how sound is transmitted through air
  - 1.2 Identify the characteristics of sound and how materials affect it
  - 1.3 Describe how sound behaves in various environments
- 

The learner will:

- 2 Be able to prepare for recording sessions

The learner can:

- 2.1 Describe the operation and set up of equipment and audio software used in recording sessions
  - 2.2 Select the correct equipment required for recording sessions
  - 2.3 Identify potential faults or problems that can occur with equipment and audio during recording sessions
  - 2.4 Identify how to eliminate existing and potential sources of unwanted sound
- 

The learner will:

- 3 Be able to record audio

The learner can:

- 3.1 Prepare audio sources for recording
  - 3.2 Setup and operate a recording system in order to record audio
  - 3.3 Record audio using the recording system and audio source
  - 3.4 Assess recorded audio against production requirements
-

## Unit 05 Record audio for radio production (T/506/6418) (cont'd)

### Assessment guidance

**Types of evidence:** learner report, professional discussion

**Assessment criteria:** 1.1–1.3, 2.1–2.4

**Additional information:** assessment of underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion.

Learner reports/logs can also be used to provide a record of practical activity, when independently verified for authenticity. However, observation evidence should be given preference wherever possible. Reports used in this way should be accompanied by examples of recorded audio.

- 1.1 The learner will need to specifically supply information to underpin any practical findings of how sound transmits through air (particle movement).
  - 1.2 Terminology associated with sound characteristics may include harmonics, partials, fundamentals.
  - 1.3 Learners will need to assess various environments and behaviours, such as stone walls, wooden surfaces, reflective and non-reflective surfaces, standing waves and nodes.
  - 3.4 Evaluations of the finished recording need to contain an element of critical analysis and not just a description of technique or process.
- 

**Type of evidence:** questioning

**Assessment criteria:** 1.1–1.3, 2.1–2.4, 3.2–3.4

**Additional information:** assessment of all of this unit's activity can be conducted using oral or written questions, where the questions relating to practical criteria concentrate on 'how' the learner achieved them. Evidence gained from observation and/or assessment of products is preferred. In any case, examples of recorded audio should be available.

---

**Types of evidence:** Assessor observation notes, expert witness testimony

**Assessment criteria:** 1.1–1.4, 2.1–2.4, 3.1–3.3

**Additional information:** the most effective method for confirming competent practice is through the observation of actual production technique. Observation records, however, are not suitable as the only source of evidence and will need to be supplemented by video and/or audio recording to aid authenticity and validity of the evidence.

---

## Unit 05 Record audio for radio production (T/506/6418) (cont'd)

### Assessment guidance (cont'd)

**Type of evidence:** audio recordings

**Assessment criteria:** 3.1–3.3

**Additional information:** this unit requires the learner to record audio. Examples of recorded audio, verified as the work of the learner, should be provided to support reports and/or in response to questioning.

---

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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## **Unit 06 Set up a webcasting operation (K/506/6416)**

The learner will:

- 1 Understand the key features of webcasting

The learner can:

- 1.1 Describe the key differences between webcasting and traditional radio broadcasting
  - 1.2 List the main advantages and disadvantages of webcasting over traditional radio broadcasting methods
  - 1.3 Describe the equipment and software required to set up a webcasting operation
  - 1.4 Describe the costs involved in setting up a webcasting operation
  - 1.5 Describe examples of established webcasting operations
  - 1.6 Explain the licensing and copyright implications of webcasting
- 

The learner will:

- 2 Be able to operate a webcasting website

The learner can:

- 2.1 Compare a range of webcasting software
  - 2.2 Select the software required to set up a webcasting website
  - 2.3 Configure the software as necessary to establish a webcasting website
  - 2.4 Produce a broadcast using the webcasting website
-

## Unit 06 Set up a webcasting operation (K/506/6416) (cont'd)

### Assessment guidance

**General:** where possible the learning outcomes for this unit will be evidenced through the application of practical techniques; however, in some centres where internet use is restricted the student may demonstrate an awareness of the required techniques and their applications through theory submission and an observation record.

**Types of evidence:** learner report, professional discussion

**Assessment criteria:** 1.1–1.6, 2.1,

**Additional information:** assessment of underpinning knowledge can be conducted using a range of methods, including logs, reports and discussion.

Learner reports/logs can also be used to provide a record of practical activity, when independently verified for authenticity. However, observation evidence should be given preference wherever possible. Reports used in this way should normally be accompanied by examples of recorded audio or video.

- 1.1 Webcasting can include internet-based radio stations and RSS subscription based podcasts. Social media (Soundcloud, Facebook etc) does not constitute an internet broadcast; however, YouTube would be considered acceptable.

Evaluations of the finished recording need to contain an element of critical analysis and not just a description of technique or process.

---

**Type of evidence:** written/oral questioning

**Assessment criteria:** 1.1–1.6, 2.1–2.4

**Additional information:** assessment of all of this unit's activity can be conducted using oral or written questions, where the questions relating to practical criteria concentrate on 'how' the learner achieved them. Evidence gained from observation and/or assessment of products is preferred. In any case, examples of recorded audio should be available.

---

**Types of evidence:** Assessor observation notes, expert witness testimony

**Assessment criteria:** 1.1–1.6, 2.1–2.4

**Additional information:** the most effective method for confirming competent practice is through the observation of actual production technique. Observation records are not suitable as the only source of evidence and will need to be supplemented by video and/or audio recording to aid authenticity and validity of the evidence.

---



## **Unit 06 Set up a webcasting operation (K/506/6416) (cont'd)**

### **Assessment guidance (cont'd)**

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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## **Unit 07 Write a radio commercial (D/506/6414)**

The learner will:

- 1 Understand the process of recording a commercial

The learner can:

- 1.1 Give examples of the terms used to describe the components of a commercial
  - 1.2 Identify the practical requirements of recording a commercial
  - 1.3 Give examples of how commercials are affected by broadcast laws, industry practice and organisational guidelines
  - 1.4 Describe the structure of existing commercials
- 

The learner will:

- 2 Be able to write a radio commercial

The learner can:

- 2.1 Write scripted material in a way that correctly communicates intended message
  - 2.2 Write in a way that complies with relevant laws, industry regulations and organisational guidelines
  - 2.3 Demonstrate an understanding of the importance of precise timing in commercial writing
  - 2.4 Identify any music, effects and other pre-recorded audio required for the commercial
  - 2.5 Produce a production plan for the recording of a commercial
  - 2.6 Evaluate the commercial
-

## Unit 07 Write a radio commercial (D/506/6414) (cont'd)

### Assessment guidance

**Types of evidence:** learner report, professional discussion

**Assessment criteria:** 1.1–1.4, 2.1–2.6

**Additional information:** assessment of underpinning knowledge can be conducted using a range of methods, including logs, written reports and discussions.

Learner reports/logs can also be used to provide a record of practical activity when independently verified for authenticity. However, observation evidence should be given preference wherever possible. Reports used in this way should normally be accompanied by examples of recorded audio.

- 1.1 Components of a commercial may include stings, beds, terms and conditions.
- 2.6 Evaluations of the finished recording need to contain an element of critical analysis and not just a description of technique or process.

---

**Type of evidence:** written/oral questioning

**Assessment criteria:** 1.1–1.4, 2.1–2.5

**Additional information:** assessment of all of this unit's activity can be conducted using oral or written questions, where the questions relating to practical criteria concentrate on 'how' the learner achieved them. Evidence gained from observation and/or assessment of products is preferred. In any case, examples of recorded audio should be available.

---

**Types of evidence:** Assessor observation notes, expert witness testimony

**Assessment criteria:** 1.1–1.4, 2.2–2.5

**Additional information:** the most effective method for confirming competent practice is through the observation of actual production technique. Observation records are not suitable as the only source of evidence and will need to be supplemented by video and/or audio recording to aid authenticity and validity of the evidence.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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## Unit 08 Radio journalism skills (Y/506/6413)

The learner will:

- 1 Understand the key features of the Journalist Code of Professional Conduct

The learner can:

- 1.1 Give examples of how the Journalist Code of Professional Conduct impacts on radio journalism
  - 1.2 Describe journalistic ethics and values
  - 1.3 Describe some of the key issues affecting journalism
- 

The learner will:

- 2 Be able to create news reports

The learner can:

- 2.1 Write text for news reports using language appropriate to the target audience
  - 2.2 Recognise the 3 lines cue structure
  - 2.3 Describe formats and copy structure
  - 2.4 Define the following terms: wrap, voicers, clips, cut, news cue and editorial policy
  - 2.5 Demonstrate headline reading for a target audience
- 

The learner will:

- 3 Be able to contribute to a news programme

The learner can:

- 3.1 Research items for a news based radio programme
  - 3.2 Present items for a news based radio programme
- 

The learner will:

- 4 Be able to prepare and conduct interviews for broadcast

The learner can:

- 4.1 Describe different interview styles
  - 4.2 Use research to prepare appropriate questions
  - 4.3 Prepare interviewee for interview
  - 4.4 Use questioning techniques effectively
-

## Unit 08 Radio journalism skills (Y/506/6413) (cont'd)

### Assessment guidance

**Types of evidence:** scripts, text

**Assessment criteria:** 1.1–1.3, 2.1–2.3

**Additional information:** any text used as evidence should be either wholly the work of the learner or feature a significant and identified contribution from them. Any subject can form the basis of the report and if necessary, fictionalised subject matter may be used to form the basis of the report.

2.2 Three lines cue structure provides presenters keys to cue in or out of the following item.

2.3 Radio copy is the text that an announcer will read on the air. For example, it could be news or reflections on news events.

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**Types of evidence:** programme schedule/planning documents

**Assessment criteria:** 2.3, 3.1, 4.1–4.4

**Additional information:** any production planning documents used as evidence should clearly indicate the contribution of the learner. Minutes of meetings and professional discussions may be used here to form part of the planning evidence requirements.

---

**Type of evidence:** research material

**Assessment criteria:** 1.2, 1.3, 2.2

**Additional information:** any research material used as evidence should be confirmed as the work of the learner. Research sources need to be evidenced as being current and may take the format of books, journals, websites or audio and video recordings.

---

**Type of evidence:** recorded work, observation record

**Assessment criteria:** 2.5

**Additional information:** the learner should show an awareness of the target audience using appropriate terminology and style eg background and foreground radio stations, community or commercial-based operations and age group of the target audience.

---

## Unit 08 Radio journalism skills (Y/506/6413) (cont'd)

### Assessment guidance (cont'd)

**Type of evidence:** recording of news item presentations

**Assessment criteria:** 3.2, 4.4

**Additional information:** the learner should provide evidence of more than one news item presentation to show continuity. The production activity is expected to involve an actual broadcast of a news related show or segment. Activities may be simulated if obtaining evidence from an actual production presents significant difficulties. Group work will need to show detailed evidence for each student and their ability to produce news items for a radio show.

---

**The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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# Section 4

## Links to National Skills Standards

# Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

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## English

All units

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## Mathematics

Units 01, 03, 05, 06, 07

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## ICT

Units 01, 02, 03, 04, 05, 06, 08

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## PLTS Independent Enquirers

All units

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## PLTS Creative Thinkers

Units 01, 03, 04, 06, 07

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## PLTS Reflective Learners

Units 01, 02, 03, 05, 07, 08

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## PLTS Team Workers

Units 01, 04, 05, 07, 08

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## PLTS Self-managers

Units 01, 03, 04, 06, 07, 08

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## **PLTS Effective Participators**

Unit 01, 02, 05, 06, 07

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For further information please contact a member of the Product Development team.

# Section 5

## Links to National Occupational Standards

# Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in Radio. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

Creative Skillset's Standards for Radio Content Creation

NCFE unit number/title	NOS unit number/title
Unit 01 Create a radio programme	RC6 Undertake research for radio RC10 Write for radio RC21 Produce speech content for radio RC22 Produce music radio RC23 Produce multi-platform content for radio RC24 Produce live radio broadcasts RC25 Produce radio outside broadcasts
Unit 02 Prepare for employment in the radio industry	RC2 Research the structure of the radio industry
Unit 03 Digital audio in radio production	RC14 Record audio on location and in the studio RC15 Edit, process and mix audio
Unit 04 Radio production assistant skills	RC6 Undertake research for radio RC20 Assist with radio productions
Unit 05 Record audio for radio production	RC14 Record audio on location and in the studio
Unit 06 Set up a webcasting operation	N/A
Unit 07 Write a radio commercial	RC26 Produce station branding, radio trials and commercials
Unit 08 Radio journalism skills	RC6 Undertake and research for radio RC10 Write for radio

# Section 6

## Explanation of terms



# Explanation of terms

## Explanation of terms used at Level 2:

(not all verbs are used in this qualification)

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.

Use	Take or apply an item, resource or piece of information as asked in the question or task.
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WITHDRAWN



# Section 7

## General information



# General information

## Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

## Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website:



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Version 4.2 June 2022

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