

NextGen: HN unit specification

Recording, Editing and Mixing Audio Content (SCQF level 7)

Unit code: J8A7 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 helps learners manage digital audio content and use that knowledge to develop skills in editing and mixing sound. They learn:

- how to record and manage audio in the digital domain
- how to produce single-track edits
- how to mix voice, music and effects to achieve technical and artistic goals

The unit is suitable for learners studying HN programmes in radio, podcasting and television. It is mainly intended for learners who want to carry on studying or working in producing audio content, but is also suitable for those who want to develop their general media production skills.

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

- some understanding of the creative industries
- experience of editing using a computer

Learners can study the unit as part of Higher National Certificate (HNC) Television. They can also study it on a stand-alone basis.

Learners who complete the unit may want to develop more advanced skills in audio post-production, progress to further study or seek an entry-level position in the radio, podcasting or television industries.

Unit outcomes

Learners who complete this unit can:

1. manage digital audio content
2. edit audio content
3. mix audio content

Evidence requirements

To successfully achieve the unit, learners must:

- answer a series of questions on:
 - the basic principles of sound recording and acoustics
 - how to manage digital audio content correctly
- carry out a practical assignment, with a brief requiring them to:
 - produce a single-track edit
 - produce a multi-track mix

You should maintain a checklist of learners' progress throughout the assignment.

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: • the basic principles of sound recording and acoustics • how to manage audio content correctly • the difference between mono and stereo audio • compressed and uncompressed file formats • the implications of the different forms of compression, in terms of copying and broadcast or delivery use • the meaning of bit depth, sampling rate and bit rate, how they are connected, and how the files are used • how a file's audio characteristics affect its size when stored on an audio workstation or cloud-based system	Outcome 1 Learners can: • record audio content • import audio content • transfer audio content between audio workstations, platforms and different applications • confirm that sound content is in the desired format, is at the required level, and has the dynamic range appropriate for the recording medium or technology • export audio files to appropriate media, using the most appropriate method • find alternative solutions for importing and exporting audio, where necessary • save audio files in specified formats in a secure location, in line with organisational practice • maintain the integrity of audio content throughout its use

Knowledge	Skills
Outcome 2 Learners should understand: - the editorial intent and the artistic effect required of the final edited material - the purpose of the edited material, and its target audience - basic theories of text-based audio editing and recompilation - how audio can be translated into a visual waveform representation based on amplitude	Outcome 2 Learners can: - select clips and structure audio to tell the story in a clear, accurate and balanced way - select edit points that create a smooth transition in terms of rhythm and pace, and achieve the required editorial or artistic effect - use audio editing software and select techniques to meet production requirements - carry out basic timeline-based editing operations that meet the requirements of the brief
Outcome 3 Learners should understand: - basic musical form and nomenclature - how to assess recorded material and make a rough or 'paper' edit, selecting the key content to be included in the finished piece - how to determine edit point selection criteria for the final edit, balancing: - editorial and artistic considerations - story structure and information provided - rhythm - pace - flow - background sound - if the material is mono or stereo and the implications for the edit and mix - the purpose of the mix and its target audience - copyright and intellectual property	Outcome 3 Learners can: - confirm that sound sources to be mixed are in a suitable acoustic with an appropriate dynamic range - ensure the position and blend of each sound achieves the required artistic effect - balance music, voice and sound effects to meet the requirements of the brief - confirm that transitions between sound sources are technically accurate - offer practical solutions when there are problems with the sound mix - export a balanced mixdown in a suitable format - label mixdown according to appropriate protocols

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:
 - maintaining sustained attention on tasks such as researching and developing ideas
 - managing distractions, staying organised and concentrating on refining concepts through a structured creative process
 - managing files and data through stages of post-production
 - paying attention to detail
 - managing time effectively
 - setting goals
 - demonstrating an ability to stay on track
- integrity:
 - being honest and accountable in creative work by crediting source material appropriately and producing original responses
 - respecting intellectual property
 - reflecting critically on progress
- adapting:
 - responding flexibly to feedback, challenges or unexpected outcomes in the creative process
 - generating ideas
 - exploring alternative techniques and approaches when ideas evolve
 - showing resilience and openness to change

Social intelligence

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

- communicating:
 - clearly articulating creative ideas, intentions and research
 - presenting developmental ideas and thought processes effectively in critiques, discussions and written reflections
 - structuring ideas and concepts into stories for ease of understanding
 - understanding implications of defined purpose and audience
- feeling:
 - understanding the emotional impact of choices, especially in relation to music
 - interpreting and responding to material with sensitivity
 - reflecting on how personal and cultural experiences influence creative expression
- collaborating:
 - working constructively with peers, contributing ideas and offering thoughtful feedback in group activities and critiques
 - recognising the value of shared perspectives in strengthening own creative development
 - working with peers, actors and contributors in shared goals
 - collaborating on ideas, distributing tasks, and finding common ground in team assignments
 - distributing responsibilities fairly and providing support to others during team situations
- leading:
 - taking responsibility for directing the creative vision and identity of a personal or group activity

Innovation

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

- curiosity:
 - developing an active interest in discovering new ideas, techniques and influences
 - asking questions
 - exploring unfamiliar sources and investigating materials with an open and inquisitive mindset, to deepen creative understanding
 - discovering how different sounds work together
- creativity:
 - experimenting with language, sound effects and music to express original ideas
 - problem solving
 - embracing risk-taking in content development
 - using imaginative approaches to solve problems and produce distinctive outcomes
 - producing original and engaging narrative content
- sense-making:
 - understanding, prioritising and sequencing a series of tasks
 - connecting research, observations and visual experiments to form coherent ideas
 - making informed decisions about creative direction
 - recognising relationships between concepts, processes and outcomes
- critical thinking:
 - making decisions based on own understanding and available resources
 - reflecting on creative decisions
 - analysing own work and that of others with objectivity and insight
 - evaluating the effectiveness of own research and practice

- using feedback and self-assessment to refine and improve work

Literacies

This unit provides opportunities to develop the following literacies.

Numeracy

Learners develop numeracy skills by:

- applying measuring, scaling and levelling tasks
- using mathematical thinking to:
 - plan relationships
 - understand levels and balance
 - work to set timings
 - work within set levels
 - maintain accuracy within set limits
 - support technical proficiency and problem solving

Communication

Learners develop communication skills by:

- providing written and verbal explanations of ideas, processes and outcomes
- evaluating performance, and being able to:
 - express concepts clearly
 - use appropriate broadcast or audio terminology
 - interpret meaning in own and others' work
- presenting research findings clearly using written, visual or recorded formats
- storytelling, pacing and sequencing

Digital

Learners develop digital skills and computer literacy by:

- exploring digital tools to support researching, editing and presenting 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

The workflows associated with the unit should be digital and avoid unnecessary printing. You should make learners aware of the environmental impact of physical printing and of long-term unnecessary cloud storage.

Delivery of unit

This is an optional unit in HNC Television. You can deliver it as a stand-alone unit, or partially integrate it with other units in the qualification.

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 provides learners with a foundation for recording, editing and mixing audio for podcasts and other formats.

Outcome 1 covers capturing audio in a digital format and managing it across different applications.

Outcome 2 covers single-track editing of spoken content using a digital audio workstation (DAW) with necessary software. Where artificial intelligence (AI) systems are available in the software, it is appropriate to use text-based options to create a rough cut for review and improvements.

Outcome 3 involves adding music and sound effects to create a multi-track session and export a mixdown. Learners should have a basic understanding of musical tempo and structure.

Resources

The choice of equipment and software is at your centre's discretion.

While some learners can carry out this kind of work on mobile phones, we expect that you will need microphones and a sound editing program with single and multi-track options to provide the necessary depth for learners to produce the required evidence.

Approaches to delivery

You can deliver the unit in different contexts at your centre's discretion.

Manage digital audio content (outcome 1)

For outcome 1, you provide learners with the knowledge and understanding they need for the practical editing and mixing activities in outcomes 2 and 3.

Edit audio content (outcome 2)

For outcome 2, you can ask learners to produce a clean (without additional sound effects or music) voice recording for a podcast, a radio programme, or the voiceover of a television programme.

Mix audio content (outcome 3)

For outcome 3, you can ask learners to produce the final mix for a podcast, a radio programme or a television programme. The genre is at your centre's discretion, but it must allow the use of different layers of sound to create a final output, for example in a radio drama or a podcast that includes music and sound effects (SFX) for creative effect.

Approaches to assessment

You can assess the unit in two ways:

1. a series of short-answer or multiple-choice questions to assess the knowledge component of the unit, and a practical task to assess the skills component
2. combining assessment by producing a brief that addresses all the practical outcomes of the unit, for example a radio drama or a podcast that includes recording dialogue or narration and combining it with music and SFX for creative effect

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

Recording, Editing and Mixing Audio Content (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 helps you understand how to manage digital audio content and use that knowledge to develop skills in editing and mixing sound. You learn:

- how to record and manage audio in the digital domain
- how to produce single-track edits
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Entry to the unit is at your centre's discretion. Before you start the unit, you should have one or more of the following:

- some understanding of the creative industries
- experience of editing using a computer

The unit is intended for those who want to pursue further study or work in producing audio content, but is also appropriate if you want to develop your general media production skills.

On completion of the unit, you may want to develop more advanced skills in audio post-production by progressing to further study, or seek an entry-level position in the creative industries.

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:
 - maintaining sustained attention on tasks such as researching and developing ideas
 - managing distractions, staying organised and concentrating on refining concepts through a structured creative process
 - managing files and data through stages of post-production
 - paying attention to detail
 - managing time effectively
 - setting goals
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- integrity:
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- exploring alternative techniques and approaches when ideas evolve
- showing resilience and openness to change

Social intelligence

This meta-skill includes:

- communicating:
 - clearly articulating creative ideas, intentions and research
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 - understanding implications of defined purpose and audience
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 - distributing responsibilities fairly and providing support to others during team situations

- leading:
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Innovation

This meta-skill includes:

- curiosity:
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 - asking questions
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- creativity:
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 - making informed decisions about creative direction
 - recognising relationships between concepts, processes and outcomes

- critical thinking:
 - making decisions based on own understanding and available resources
 - reflecting on creative decisions
 - analysing own work and that of others with objectivity and insight
 - evaluating the effectiveness of own research and practice
 - using feedback and self-assessment to refine and improve work

Learning for Sustainability

Throughout this unit, you have the opportunity to 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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Superclass: KA

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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