

NextGen: HN unit specification

Podcasting: An Introduction (SCQF level 7)

Unit code: JDWY 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.

Published: August 2026 (version 1.0)

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Unit purpose

This unit helps learners to advance their knowledge and skills in developing and producing podcast content. They learn:

- the different styles of visual podcast production
- how to generate ideas for podcasts
- how to produce podcast content

At an introductory level, we expect learners to focus on producing audio content, but they can include elements of visualisation.

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 podcast 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 filming, recording and editing sound

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 producing content for podcasting by progressing to further study, or seek an entry-level position in the creative industries.

Unit outcomes

Learners who complete this unit can:

1. develop ideas for a podcast production
2. produce a podcast
3. evaluate the podcast

Evidence requirements

To successfully achieve the unit, learners must provide evidence that they can:

- present an acceptable podcast proposal
- record audio for podcast content
- post-produced content
- be clear and honest in an evaluation of their process and product

Learners produce assessment evidence by completing a practical assignment.

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: - the different types of podcasts - the importance of purpose and audience in podcast proposals - planning and budgeting - running orders and scripts	Outcome 1 Learners can: - write a podcast proposal - plan the production of a podcast - research and prepare to produce a podcast
Outcome 2 Learners should understand: - the operation of recording equipment - recording location acoustic characteristics - the content required to facilitate post-production - storage and labelling protocols - how they will use their edited material - editorial and artistic intention - basic editing and mixing software - how to combine voice, sound effects and music - how to make sure audio files are appropriate for online distribution	Outcome 2 Learners can: - set up equipment for recording - monitor inputs and levels - record with an appropriate medium and format - record sufficient content for post-production - select clips and structure audio - use audio and/or visual editing and mixing software - use sound effects and music as required - manage transitions and the overall balance of the final mix - export audio files to an appropriate format
Outcome 3 Learners should understand: - the audience and production requirements detailed in the proposal - evaluation criteria - how to present constructive feedback	Outcome 3 Learners can: - evaluate content against the original proposal - use acceptable evaluation criteria - produce an evaluation report

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 research and idea development
 - managing distractions, staying organised and concentrating on refining concepts through a structured creative process
 - 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
 - reflecting critically on progress
 - upholding high personal standards in research, development and presentation
 - demonstrating ethical practice by using appropriate etiquette
- adapting:
 - responding flexibly to feedback, challenges or unexpected outcomes in the creative process
 - exploring alternative techniques and approaches when ideas evolve
 - showing resilience and openness to change

- initiative:
 - taking ownership of learning by independently seeking out inspiration
 - experimenting with sound, pushing the boundaries of ideas
 - being curious and motivated to extend practice beyond set tasks

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
- feeling:
 - developing empathy and emotional awareness by engaging with different cultures and creative perspectives
 - 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 initiative in group settings
 - encouraging others to participate
 - modelling positive creative behaviours
 - guiding group discussions
 - supporting others in their development
 - promoting a respectful and inclusive learning environment
 - 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
- creativity:
 - experimenting with language, sound effects and music, to express original ideas
 - embracing risk-taking in content development
 - using imaginative approaches to solve problems and produce distinctive outcomes
 - producing original, engaging narrative content

- sense-making:
 - connecting research, observations and visual experiments to form coherent ideas
 - making informed decisions about creative direction
 - recognising relationships between concept, process and outcome
- critical thinking:
 - 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:
 - understand levels and balance
 - work to set timings
 - 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 terminology
 - interpret meaning in own and others' work
- presenting research findings clearly using written, visual or recorded formats

Digital

Learners develop digital skills and computer literacy by:

- exploring digital tools that support researching, editing and presenting
- 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 introduces learners to the process of developing and producing podcasts. They develop, produce and evaluate one original podcast. At SCQF level 7, we expect learners to create a simple audio or audiovisual podcast.

Learners can work collaboratively to produce content, but they should develop their own idea and produce their own podcast for assessment.

The unit supports both audio and video podcast production. It focuses on the fundamental skills of audio recording, which can be enhanced through the use of visual elements where appropriate.

At this introductory level, learners can meet the unit requirements by producing a podcast using audio only. However, 'recording' in the unit can apply to both audio and video recording.

Resources

The ideal set up is access to a recording studio with professional audio recording, mixing and mastering software. If available, learners can also use video recording equipment to support projects that combine both audio and visual elements.

As a minimum, learners must have access to:

- a reasonably quiet space with suitable acoustics
- one or more good-quality microphones
- the essential hardware and software to record, edit and mix audio

This does not require a large investment, as several free software packages can produce content to the required standard.

While some learners can carry out this kind of work on mobile phones, a personal computer running an audio editing and mixing package would be more appropriate.

There are different ways to visualise podcast content. A multicamera studio solution is best, especially if there are several hosts or contributors involved. Where that is not possible, single camera recording results in a greater post-production demand.

You should encourage learners to engage with the production process, using all available resources while understanding that the more complex the process becomes, the more time they need to complete it.

Approaches to delivery

Listening to and viewing a range of podcasts is a useful way to introduce learners to the range of content available and approaches to production.

These can be examined by:

- format:
 - monologue
 - co-hosted or conversational
 - interview or panel
 - non-scripted: investigative or factual content
 - scripted: drama
 - re-purposed radio content
- genre or subject focus, for example:
 - true crime
 - sport
 - news and politics
 - self-help
 - business

Experimenting with recording and editing equipment helps learners understand what is achievable, with the resources and time available, to develop and produce their own content.

You should guide learners in the use of appropriate evaluation criteria, recognising that their first production experiences are unlikely to lead to expertly crafted content.

Approaches to assessment

The practical assignment you present to learners can be very open, given the broad range of podcasts available. You may wish to introduce some parameters to limit the ideas that learners present, by introducing specific audiences, subjects or styles of production.

Develop ideas for a podcast production (outcome 1)

Outcome 1 should involve learners presenting a creative concept and the planning required for its production. This counteracts the misconception that conversational or informal formats are produced without research or planning.

Produce a podcast (outcome 2)

Outcome 2 addresses the practicalities of production and post-production. Learners should:

- record audio to a high quality, showing an understanding of acoustics and signal to noise ratio
- edit and mix using lossless file formats with mastering to a compressed digital format, for example MP3 or similar, for audio distribution
- film visual content to a high quality, with an understanding of set up, angles and lighting
- follow podcast standards for video post-production and export

Evaluate the podcast (outcome 3)

Outcome 3 allows learners to:

- consider how well the final product matched the initial proposal
- identify strengths and areas for improvement
- consider how or if they could develop the concept into a sustainable series

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

Podcasting: An Introduction (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 to understand how to create podcasts. You learn how to:

- present an acceptable podcast proposal
- record podcast content
- post-produce content
- be clear and honest when evaluating your process and product

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 filming, recording and editing sound

At an introductory level, you should focus on producing audio content, but you can include elements of visualisation.

The unit is suitable if you are studying HN programmes in radio, podcasting and television and want to carry on studying or working in producing podcast content. It is also suitable if you want to develop your general media production skills.

On completion of the unit, you may want to progress to further study and develop more advanced skills in podcast production, 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 research and idea development
 - managing distractions, staying organised and concentrating on refining concepts through a structured creative process
 - 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
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- initiative:
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This meta-skill includes:

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 - clearly articulating creative ideas, intentions and research
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 - distributing responsibilities fairly and providing support to others during team situations

- leading:
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- curiosity:
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- creativity:
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- sense-making:
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- critical thinking:
 - 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

Published: August 2026 (version 1.0)

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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