

NextGen: HN unit specification

Podcast Hosting (SCQF level 7)

Unit code: JE6X 47

SCQF level: 7 (16 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 to develop the knowledge and skills necessary to host podcasts. They learn how to:

- prepare for a podcast recording
- present material using appropriate vocal and non-verbal techniques
- interact with contributors
- use the technology involved in podcast production

The unit focuses on audio content, however there is an opportunity to introduce video. It 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. prepare for a podcast recording
2. use presentation skills in a podcast recording
3. interact with technical equipment during a podcast recording
4. use interview skills in a podcast recording
5. evaluate a performance

Evidence requirements

To successfully achieve the unit, learners must provide the following product evidence:

- recordings of prepared scripts
- research, including contributor information and proposed questions and/or prompts
- a podcast recording or recordings
- an evaluation of performance

You should use an assessor's checklist to record if, during the podcast recording, learners have used:

- acceptable presentation skills
- appropriate technical skills
- effective interpersonal skills

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: • the purpose and audience for the podcast • the format, structure and style of the podcast • the importance of contributor research • techniques for questioning and responses	Outcome 1 Learners can: • script appropriate content: ○ intro ○ outro ○ links • conduct research • engage with contributors before recording • explain the role and intention to contributors • write questions and/or prompts • understand the importance of audience
Outcome 2 Learners should understand: • different presentation styles • the importance of pacing • how to ensure listeners and contributors can understand them • how to build credibility	Outcome 2 Learners can: • use an appropriate presentation style • vary pace and style • be easy for listeners and contributors to understand • be credible
Outcome 3 Learners should understand: • microphone technique • studio technical equipment	Outcome 3 Learners can: • use a microphone effectively • maintain a consistent distance from the microphone • keep their voice in the acceptable range for the microphone • avoid creating unnecessary sounds

Knowledge	Skills
Outcome 4 Learners should understand: • how to begin an interview • how to build rapport • different question types • the importance of listening • the importance of non-verbal cues in encouraging conversation • how to end an interview	Outcome 4 Learners can: • introduce contributors • use a range of questions • listen to contributors • encourage conversation without interruption • conclude an interview
Outcome 5 Learners should understand: • the importance of preparation • presentation quality • interview quality • interaction with contributors • the importance of feedback from others	Outcome 5 Learners can: • evaluate: ○ preparation ○ presentation ○ interview technique ○ technical delivery ○ interaction with contributors

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
 - concentrating on presentation and interaction in real time
 - managing time effectively
 - setting goals
 - demonstrating an ability to stay on track
- integrity:
 - being honest and accountable in their creative work by crediting source material appropriately and producing original responses
 - respecting contributors
 - 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

- listening to answers and adapting podcast content in an as-live recorded scenario
- initiative:
 - finding and engaging with potential contributors
 - taking ownership of learning by independently seeking out inspiration
 - experimenting with sound and 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
 - interviewing contributors under time pressure
- feeling:
 - developing empathy and emotional awareness by engaging with different cultures and creative perspectives
 - interpreting and responding to material with sensitivity
 - developing empathy with contributors to encourage meaningful and interesting responses
 - 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 participation
 - modelling positive creative behaviours
 - controlling direction and focus of conversation
 - 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
 - using interview techniques to find out more
- creativity:
 - experimenting with language, sound effects and music to express original ideas
 - producing engaging scripts and questions
 - 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 concepts, processes and outcomes
 - structuring content to help the audience understand concepts and achieve stated purpose
- 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

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
 - 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

Digital

Learners develop digital skills and computer literacy by:

- exploring digital tools to 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 80 hours of contact time for delivery and assessment. We expect learners to commit to a further 80 hours of self-directed study.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

Hosting, in a traditional social setting, means welcoming guests and making them feel at home. In a media setting, hosts introduce guests or contributors and guide the content of a programme or podcast. In both contexts, preparation and interpersonal skills are important.

There are many kinds of podcasts, but there is a clear strand that involves a host or hosts interacting with contributors, either regular or specific to a particular subject or date. This unit is about hosting podcasts and getting the most out of interaction with contributors. When delivering the unit, you should consider the different skills required to successfully host a podcast. You can split these into four main areas:

- preparation
- presentation
- using technical resources
- interview technique

Preparation

Preparation focuses on the activities that take place before recording, beginning with an understanding of the format, purpose and audience. Learners should:

- produce a running order and script
- conduct enough research to understand contributors
- prepare questions and prompts that lead an effective conversation
- adapt their style and questioning to their audience

Learners can define audiences by socio-economic or demographic factors, or by levels of expertise or knowledge. They should consider if they are producing the

podcast for a general audience or an audience with knowledge and expertise on a particular subject.

Presentation

Presentation includes adopting an approach suitable to the subject, the format and the presenter's own style. Learners must present in a way that is clear and easily understood.

Using technical resources

Learners should understand and use the technical resources available. This includes:

- moderating their vocal range to the parameters of the available microphones
- avoiding distracting audio interruptions
- understanding the visual limitation of camera framing

Interview technique

Interview techniques should include effectively engaging with contributors through questions, active listening and non-verbal communication. It is important for learners to develop the skill of interacting with contributors and researching individuals and their subject area before they interview. At SCQF level 7, you should encourage learners, where appropriate, to engage with contributors beyond their immediate peer group to broaden their interviewing experience.

Resources

There are many ways to produce podcasts, but the unit focuses on conversational podcasts. Learners should have access to:

- a suitable acoustic space
- at least two microphones
- technology to balance inputs and edit content

You may wish to work with video, but that is not a requirement of the unit.

Approaches to delivery

The freedom learners have in developing their podcast content is at your discretion. You could define a specific format with regular, repeated content that learners must work within, or individual learners could develop their own approach that is specific to their interests and their choice of contributor.

Learners' podcasts should be structured to include an introduction, links between sections or subjects, and a conclusion.

The unit focuses on the hosting skills of presenting and interviewing. You should consider technical resources from the host's perspective, for example self-operating recording equipment in both audio and video formats. The recording process is beyond the scope of the unit, but learners should understand the requirement to monitor recording quality and recognise the common recording issues that can occur in typical podcast workflows.

Approaches to assessment

You should set a complex assignment that involves:

- preparing for a podcast recording with a contributor
- hosting the podcast with a contributor or contributors
- evaluating own performance

You may ask learners to record specific scripts in a range of styles before engaging with contributors in a studio environment.

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

Podcast Hosting (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 develop the knowledge and skills necessary to host podcasts.

You learn how to:

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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 filming, recording and editing sound

The unit focuses on audio content, however you can also introduce video.

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

Self-management

This meta-skill includes:

- focusing:
 - 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
 - concentrating on presentation and interaction in real time
 - 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 contributors
 - 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
- listening to answers and adapting podcast content in an as-live recorded scenario
- initiative:
 - finding and engaging with potential contributors
 - taking ownership of learning by independently seeking out inspiration
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 - being curious and motivated to extend practice beyond set tasks

Social intelligence

This meta-skill includes:

- communicating:
 - clearly articulating creative ideas, intentions and research
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- recognising the value of shared perspectives in strengthening own creative development
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- leading:
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This meta-skill includes:

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- creativity:
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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

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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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