

# Next Generation Higher National Unit Specification

## Audio Post-production for Video (SCQF level 8)

**Unit code:** J5MH 48  
**SCQF level:** 8 (16 SCQF credit points)  
**Valid from:** session 2024 to 2025

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 skills they need to produce a final mix soundtrack for an edited video sequence, that meets the technical and aesthetic requirements of a production brief.

Entry is at your centre's discretion. Learners should have completed a relevant group award at SCQF level 6 or above, or have an equivalent qualification or work experience, before starting the unit.

On completion of the unit, learners may progress to further study or trainee positions in the television industry.

## Unit outcomes

Learners who complete this unit can:

- 1 create an audio post-production template
- 2 import audio and video from an edited video sequence
- 3 distribute audio elements to tracks and create pre-mixes
- 4 create a final mix and stems, and export them

## Evidence requirements

The project briefs should allow learners to demonstrate all the knowledge and skills for the unit. If possible, learners should be responsible for the post-production of a complete video production.

Learners must provide evidence to demonstrate that they can:

- ◆ complete an audio post-production session containing the knowledge and skills elements of all outcomes, working to a brief and within given time constraints
- ◆ present a final mix and stems that are technically and aesthetically acceptable, and synchronised to the edited short video sequence
- ◆ produce a storage backup containing video sequences, edited material, mixes and stems

Learners must produce a portfolio of evidence.

You assess learners on the technical competence and quality of their final recording, and their ability to:

- ◆ set up an audio post-production session
- ◆ import files
- ◆ add sound effects, music and voice elements to a short video sequence
- ◆ mix the audio tracks
- ◆ produce a final sequence, with their audio mix synchronised to the original video sequence

## Grading

This unit contributes to learners' overall final grades.

## Knowledge and skills

Knowledge	Skills
<p>Learners should understand how to:</p> <ul style="list-style-type: none"><li>◆ create an audio session</li><li>◆ label tracks of audio elements</li><li>◆ create audio post-production templates</li><li>◆ import audio plug-ins</li><li>◆ apply automation plug-ins</li><li>◆ import audio data files from the video edit session</li><li>◆ auto-conform audio from other devices</li><li>◆ synchronise audio to video</li><li>◆ create pre-mixes and final mixes</li><li>◆ create stems</li><li>◆ back up and store files</li></ul>	<p>Learners can:</p> <ul style="list-style-type: none"><li>◆ set up and clearly label:<ul style="list-style-type: none"><li>— dialogue tracks</li><li>— effects tracks</li><li>— music tracks</li><li>— work tracks</li><li>— guide track</li></ul></li><li>◆ import video files (with an audio guide track) from the video edit session</li><li>◆ relocate audio from edit session to designated tracks</li><li>◆ create dialogue, music and effects pre-mixes</li><li>◆ create a final mix and stems</li><li>◆ export a final mix and stems</li></ul>

## Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We've 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 is:

- ◆ Focusing:
  - attention to detail
  - managing the labelling and identifying of tracks
  - backing up and archiving files in an organised, logical and systematic way

## Social intelligence

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

- ◆ Collaborating:
  - maintaining professional working relationships
  - making constructive suggestions
  - working together to identify issues that may have an impact on the brief

## Innovation

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

- ◆ Creativity:
  - problem solving
  - analysing the brief
  - developing and justifying an effective approach to the task
  - considering alternative ways of doing things
- ◆ Sense-making and critical thinking:
  - analysing and evaluating a wide range of materials
  - making creative and technical decisions
  - presenting reasoned and coherent findings and opinions in the final brief

# Literacies

This unit provides opportunities to develop the following literacies.

## Numeracy

Learners can develop their numeracy skills by:

- ◆ calculating the capacity of a media card
- ◆ calculating the duration of filming
- ◆ scheduling
- ◆ timecode reading
- ◆ recording log sheets

## Communication

Learners can develop their communication skills by:

- ◆ conveying information, ideas and opinions accurately, coherently and succinctly, using appropriate vocabulary
- ◆ making suggestions about technical and aesthetic options
- ◆ communicating effectively both formally and informally with the director and other members of the production team
- ◆ responding to others appropriately, taking account of their contributions and opinions

## Digital

Learners can develop their digital skills by:

- ◆ working with digital audio techniques
- ◆ using editing systems and software

# Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- ◆ a general understanding of social, economic and environmental sustainability
- ◆ a general understanding of the United Nations Sustainable Development Goals (SDGs)
- ◆ a deeper understanding of subject-specific sustainability
- ◆ the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

## **Delivery of unit**

You can deliver and assess this unit alongside Television Programme Production at SCQF level 7, Television Technical Production at SCQF level 7 and selected optional units in the HNC Television qualification.



## Additional guidance

The guidance in this section is not mandatory.

### Content and context for this unit

This unit reflects standard approaches and techniques of audio post-production, as used in the industry. To deliver a final product, you should emphasise:

- ◆ using a considered approach
- ◆ establishing a workflow
- ◆ managing the dubbing process
- ◆ using standard techniques

The project brief should be as realistic as possible. You can choose the project learners work on, or they may select it.

The video sequence requires the mixing of voice, sound effects and music. You should provide a director's brief or dubbing instructions. Projects should include the requirement that learners add and mix all specified elements for audio post-production.

Although sound mixing and dubbing require technical and craft skills, learners must achieve the aesthetic intent of the video sequence.

Learners should understand the need for audio post-production, and the different methods and configurations available. They should compare the limitations of using a video editing system for audio post-production with using dedicated audio post-production facilities.

You can include examples of situations requiring audio post-production, such as:

- ◆ level and quality matching on edits
- ◆ addition of room tones and ambience
- ◆ addition of sound effects and music
- ◆ the requirement for narration tracks

You should refer to the different requirements for fiction and non-fiction programmes.

You should include conventional approaches to:

- ◆ setting up sessions
- ◆ creating templates
- ◆ importing files
- ◆ distributing audio across clearly labelled and identified tracks (chequer-boarding)
- ◆ backing up and archiving files

You should stress the importance of managing and organising tracks and audio elements. Learners should clearly label all material and organise all elements to facilitate subsequent mixing. Cue sheets may be necessary if cues are not clear within the system being used.

You should cover the process of staged creation of pre-mixes for dialogue, music and effects. Then cover how to combine these pre-mixes, along with stems, into a final or master mix. You should outline the delivery requirements for international distribution for both drama (music and effects stem) and documentary (international stem).

You should cover the following in the use of audio:

- ◆ open media framework (OMF) files
- ◆ advanced authoring format (AAF) files
- ◆ video files
- ◆ timecode

You should explain industry terminology and use it throughout.

## **Approaches to assessment**

You assess learners on their practical work, and the technical competence and quality of their final recording. You can use an assessor's checklist to record your assessment.

## **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 should 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

## Audio Post-production for Video (SCQF level 8)

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 develops your understanding of the need for audio post-production on a variety of video sequences. You learn about different configurations of dubbing equipment, and the advantages and limitations they have.

Entry is at your centre's discretion. We recommend that you have completed a relevant group award at SCQF level 6 or above, or have an equivalent qualification or work experience, before starting the unit.

You carry out an audio post-production project, working to a brief. This includes details of the requirements of the recording, and the equipment available to you.

On completion of the unit, you can:

- 1 create an audio post-production template
- 2 import audio and video from an edited video sequence
- 3 distribute audio elements to tracks and create pre-mixes
- 4 create a final mix and stems, and export them

You are assessed on your ability to:

- ◆ set up an audio post-production session
- ◆ import files
- ◆ add sound effects, music and voice elements to a short video sequence
- ◆ mix the audio tracks
- ◆ produce a final sequence with your audio mix synchronised to the original video sequence

You also record stems of pre-mixes for export. The technical competence and quality of your final recording is assessed.

You produce a portfolio of evidence containing:

- ◆ a completed video sequence with an accurately synchronised mix
- ◆ a final mix and stems, exported in appropriate formats to comply with the delivery requirement
- ◆ a completed session backup, stored for easy retrieval and access

You may progress to further study or a trainee position in the television industry.

## **Meta-skills**

Throughout this unit, you develop meta-skills for the television 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:
  - attention to detail
  - record keeping
- ◆ Integrity:
  - work ethic
  - timekeeping and reliability
  - discipline
  - trustworthiness
  - compliance
- ◆ Adapting:
  - willingness to learn
  - critical reflection
  - resilience
  - working under pressure
- ◆ Initiative:
  - self-promotion
  - showing enthusiasm and knowledge of the industry

## **Social intelligence**

This meta-skill includes:

- ◆ Communicating:
  - storytelling using appropriate methods
  - listening to others
  - taking on board feedback
  - relaying accurate information
- ◆ Feeling:
  - showing empathy
  - building relationships
  - understanding production etiquette
  - accepting the perspectives of others, to understand their feelings and motivations
- ◆ Collaborating:
  - working as part of a team
  - creating and maintaining group synergy when pursuing shared goals
- ◆ Leading:
  - motivating others

## **Innovation**

This meta-skill includes:

- ◆ Curiosity:
  - asking questions
  - researching
  - looking at things from a different angle
  - critical writing
  - engaging with and understanding industry practice
- ◆ Creativity:
  - generating ideas
  - visualising
  - problem solving
- ◆ Sense-making:
  - researching
  - analysing data
  - seeing the bigger picture
  - prioritising tasks
- ◆ Critical thinking:
  - logical thinking
  - making judgements based on facts
    - decision making

## **Grading**

This unit contributes to your overall final grade.

## **Learning for Sustainability**

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the television sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

# Administrative information

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**Superclass:** KJ

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## History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.

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