Next Generation Higher National Unit Specification

Podcasting (SCQF level 8)

Unit code: J6FL 48

SCQF level: 8 (8 SCQF credit points)

Valid from: session 2022–23

Prototype unit specification for use in pilot delivery only (version 1.0) July 2022

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

This edition: July 2022 (version 1.0)

Unit purpose

This unit is designed to develop an understanding of podcasts. You should teach learners:

- ♦ how to generate a concept
- ♦ how podcasts differ from other forms of digital media
- ♦ the technical requirements of podcasts
- ♦ how to make podcasts accessible to an audience

Before starting this unit, learners should have experience in producing radio or audio content.

Unit outcomes

Learners who complete this unit can:

1 explain the concept of podcasting
2 develop and pitch a marketable idea for a series of podcasts
3 produce and publish a series of podcasts

Evidence requirements

To successfully achieve this unit, learners must provide evidence for the following outcomes:

Outcome 1

♦ provide a definition of podcasting
♦ describe how podcasting is different from other online content delivery methods
♦ describe the production process required to create a podcast
♦ describe a variety of online podcast platforms
♦ explain what a really simple syndication (RSS) feed is
♦ outline examples of online promotional techniques used for podcasting
♦ describe regulations relevant to podcasting

Outcome 2

♦ prepare and deliver a pitch presentation in conditions that reflect current industry practice
♦ identify the appeal of a series to a target audience
♦ explain the production process
♦ identify suitable online promotional strategies to support the podcast

Outcome 3

♦ produce a series of related podcasts suitable to a defined audience
♦ create a suitable quality mix-down of podcasts with completed metadata
♦ ensure the attribution of intellectual property is appropriate
♦ upload content to an online podcasting platform with completed metadata
♦ provide an RSS feed that regular podcast clients can subscribe to
♦ develop an online promotional presence for published podcasts
♦ adhere to regulatory guidelines

Learners produce a series of podcasts. All completed podcasts must be of broadcast standard in terms of technical proficiency and uploaded to a suitable platform that allows for RSS subscription.

Learners can edit their work to an appropriate length or re-purpose it into a series of files. If work is produced specifically for this unit, it must be of a reasonable standard for public consumption and adhere to appropriate standards for taste, decency and content. Learners must ensure that their created content does not breach copyright laws and that metadata is correct.

Grading

This unit contributes to learners' overall final grades. Please refer to the grading model in the Next Generation Higher National Educator Guide.

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
Outcome 1 Learners should understand: ♦ technical requirements of podcasting ♦ target audience ♦ style and presentation ♦ content suitable for podcasting ♦ promotional techniques ♦ regulations	**Outcome 1** Learners can: ♦ demonstrate industry practice
Outcome 2 Learners should understand: ♦ how to pitch an idea ♦ techniques to engage the audience ♦ resources ♦ the production process	**Outcome 2** Learners can: ♦ develop concepts ♦ pitch ideas ♦ source content
Outcome 3 Learners should understand: ♦ target outlets ♦ metadata ♦ RSS feeds ♦ marketable identity ♦ intellectual property	**Outcome 3** Learners can: ♦ produce a podcast ♦ upload content ♦ promote content

Meta-skills

Throughout this unit, learners develop meta-skills to enhance their employability in the radio and audio sector.

Self-management

This meta-skill includes:

♦ focusing: attention to detail, data and file management

♦ integrity: work ethic, compliance with legal and ethical guidelines and standards

♦ 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: communicating clearly and concisely in-person and through digital methods such as telephone, email and social media; skills in listening, storytelling and relaying accurate information

♦ feeling: empathy, building relationships, understanding production etiquette

♦ collaborating: working with contributors or others as part of a team

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, problem-solving

♦ sense-making: researching, analysing data, seeing the bigger picture, prioritising tasks

♦ critical thinking: logical thinking, making judgements based on facts, decision-making

Literacies

Learners develop core skills in the following literacies:

Communication

Learners develop communication skills through communicating clearly and concisely in person and through digital methods, such as telephone, email and social media. They can also work on listening, storytelling and relaying accurate information.

Digital

Learners develop digital skills and computer literacy through using different software and hardware.

Delivery of unit

The unit is an optional unit in the Higher National Diploma (HND) Radio at SCQF level 8 and it provides an excellent opportunity for delivery as part of an integrated assessment.

Additional guidance

The guidance in this section is not mandatory.

Content and context of this unit

For outcome 1, learners should be able to differentiate podcasts from straightforward downloadable content, and demonstrate an understanding of the concept and advantages of subscription. This outcome allows learners to develop an overall understanding of the genre of podcasts.

Outcome 2 allows learners to explore their own ideas for a podcast series. Through examination of the format, and discussion of what makes a successful podcast, learners could develop a written and oral pitch of an idea for a podcast series in an industry-reflective setting. You could create an industry panel of relevant guests or a panel of peers to help establish a suitable tone for oral pitches.

Outcome 3 requires learners to produce a series of podcasts. The length of these is at your centre's discretion. All final work must be of broadcast standard in terms of technical proficiency. Learners should upload their completed podcasts, which must include the relevant metadata, to a suitable platform that allows for RSS subscription. They should generate an appropriate RSS feed using either on-site tools or third-party services. The test of the RSS feed is the ability to subscribe to the podcast in a common client and have the programmes self-download with appropriate metadata and images correctly displayed.

For this outcome, learners should master files to an appropriate format for the type of content they are producing. They should be aware of the importance of maintaining high quality audio, and you should encourage them to work with higher quality audio files where possible.

The content generated for outcome 3 does not have to be specially created and produced for this unit. You can ask learners to repurpose content produced elsewhere, and it is acceptable if a learner's three submissions were produced for another part of their course work. In this case, they can edit the work to an appropriate length or re-purpose it into a series of files. If work is produced specifically for this unit, care should be taken to ensure that it adheres to reasonable standards for taste, decency and content.

You must remind learners of the importance of creating content that does not breach copyright laws, and the importance of safeguarding their own intellectual property.

You should assess learners on the appropriateness of the content, its successful upload, and the ability to download it into a podcast client.

Approaches to assessment

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners. As the technology and techniques involved in syndicated programming for radio and audio are constantly evolving, assessments should reflect current practice and software usage.

Where possible, we have made provision for you to assess content produced for HND Radio units jointly. Rather than produce bespoke content for the podcast programmes in outcome 3, learners can repackage original content that they have produced for other units on the course.

You could assess this unit by three separate submissions:

♦ Outcome 1 lends itself to a written or recorded oral assessment requiring a series of answers to questions about podcasting and its purpose. It would also be possible to run the assessment event as a group discussion in which you should note the learners' responses in respect of the knowledge required on a checklist.
♦ Outcome 2 can be assessed as an oral presentation.
♦ Outcome 3 requires learners to upload content to the web and produce an RSS feed using free internet tools.

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 take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Information for learners

Podcasting (SCQF level 8)

This section 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 knowledge and understanding of podcasting.

Before starting this unit, you should have experience in producing radio or audio content.

First, you investigate podcasting and explore the technical requirements of producing a podcast.

Then you begin the process of developing ideas for a podcast series of your own. An essential part of this process is pitching your idea. Through a scenario set up by your lecturer, you experience what conducting an industry-standard pitch feels like. This process should help you to understand what is required to produce a successful podcast.

You produce a series of podcasts. This process allows you to explore your own creativity while considering technical requirements and online platforms. You also consider the online marketing that is necessary to ensure you reach your target audience.

Throughout this unit, you develop your meta-skills in self-management, social intelligence and innovation.

The knowledge and skills acquired through this unit are transferrable across much of the work you may experience in the radio and audio sector. The varied outcomes provide a clear understanding of podcasting and how to produce content to a high standard.

Grading

This unit contributes to your overall final grade.

Administrative information

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Superclass: KA

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.