MAS 337

Advanced Radio Production and Broadcasting

S1 Day 2014

Dept of Media, Music & Cultural Studies

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
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Y3A191J
By appointment or Mon 3.30-5pm or Tuesday 12.30-1.30pm

Credit points
3

Prerequisites
6cp at 200 level including MAS207

Corequisites

Co-badged status

Unit description
This unit provides an advanced understanding of diverse radio forms and their production as they are emerging in the contemporary online/broadcast context. Students work across a range of professional roles contributing their skills and output to either a series of programs composed of a variety of radio forms (features, comedy, talkback, reportage, discussion, live music, performance) or towards a live special event program. Students also work towards an online presentation with additional features (image, text, podcasts). The workshop program comprises production meetings (modelled on industry practice) and the acquisition of advanced audio production skills extending students' previous knowledge and experience. Specialist studio/audio production is taught using Protools and appropriate other softwares. Students also acquire advanced skills in voice production and microphone techniques for music, field and actuality recording (also applicable to film and other audio-visual forms). Lectures extend students' knowledge of critical, formal and technical developments in radio and related audio media (production and performance), including recent audio-rich storytelling forms emerging online and in new public and cultural institutional contexts. Principally drawing on Australian examples, the unit also explores new initiatives in radio and audio-rich forms internationally.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate critical and conceptual skills in radio production and audio content production for diverse media applications

Demonstrate the development of a range of communication and expression skills.

Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.

Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

Analyse critically and evaluate creative and professional media practice, with an emphasis on radio industry audio content.

Assessment Tasks

Name	Weighting	Due
1. Short audio postcard	20%	Week 6 Tutes
2. Analysis/reflection	20%	Week 7
3. Program Production	40%	Week 12
4. Role for Live Show	20%	Week 13/14

1. Short audio postcard

Due: **Week 6 Tutes**
Weighting: **20%**

Use recordings of actuality sound, 'wild sound' and scripted voice/voice-over to make a short (4-5 minute max) audio 'postcard' or reportage of a place, a place/moment (events at a location) in time. Script can involve on location voicing/narration and/or voice-over recorded separately. Your place/topic should ideally relate to your class's theme, although it is possible to make these without such limitations. Exact Subject: the only limit is your imagination. In all cases, you shoud start with a real place, although it is possible to speak of a fictional or more laterally connected topic, but still using recorded sound from this place.

On successful completion you will be able to:

• Demonstrate the development of a range of communication and expression skills.

• Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.

2. Analysis/reflection

Due: **Week 7**
Weighting: **20%**

Choose one radio program, or 1 hour segment of time from a flow radio program, and analyze (1500 - 2000 words), paying attention to the following: its format/context of the station where it can be heard; the content, style, genre of program; the kinds of voices heard, the arguments and how they are expressed; the way a story might be told through placement/types of sound, music, voice, other elements used including talkback or stings and promos heard in the program. You should aim to contextualize the show (ie, American NPR specialist podcast, 2005- ; ABC RN Breakfast show or other regular show; UK podcast show sourced from....2Ser magazine or Breakfast show; Sydney/national commercial or other show, with talkback and guests.) Discuss, if relevant, its history, possible target audience, ways it engages with its audience and outline any 'value adding' it achieves through its online presence. Comment on any other features that are important. Then discuss in your view, how the program succeeds (or not) in engaging its listeners, or speaking to its imagined audience(s) or communities. What have you learnt from listening to this program in your role as a radio producer?

A list of programs as good examples to analyze will be distributed on iLearn by Week 6. References to assist will be provided where requested, or check with Lecturer, Tutor or in Course outline. Alternately, you can also analyse one episode of ABC TV's Q & A or a similar program on radio or TV (containing a forum or live debate). How is the topic/s managed? Comment on role of compere, kinds of questions asked, the balance (or not) of perspectives aired, the guests answers in relation to the line of questioning – is there usage of 'Devil's advocate' questioning by the compere for example. See iLearn Discussions or Announcements for more detail and your tutor's suggestions.

On successful completion you will be able to:

- Demonstrate critical and conceptual skills in radio production and audio content production for diverse media applications
- Demonstrate the development of a range of communication and expression skills.
- Analyse critically and evaluate creative and professional media practice, with an emphasis on radio industry audio content.

3. Program Production

Due: **Week 12**
Weighting: **40%**

This entails you producing **audio content** (usually in pairs) for the themed* live two hour broadcast, in the form of, either: a short feature or a current affairs styled feature package; or audio collage exploration of the theme; or, a series of short pieces around the theme to be spaced through the program; or the production of the live discussion forum with organization of 'talent', research, proposed questions, securing live audience and contribution to specific content

for web pages (first discuss with tutor); or the production of the overall show's web presence with podcast audio elements and any additional audio as agreed to by tutor; or a radio drama, sketch or comedic presentation/piece.

Criteria for assessment of content: all radio content (features, packages and other) will be judged on their: 1) impact/construction and ability to communicate with, engage or move an audience; 2) quality of the content and research leading to the finished work including its scope, rigour, originality and/or suitability to the theme; 3) aesthetic, entertainment or innovative qualities, and or quality/sophistication of the argument of the piece - taking into consideration its intended audience; and 4) overall technical quality. Student aims, and any problems encountered, or lessons learnt should be outlined in an accompanying Rationale to assist in the marking process.

Include approx 2 pages (1.5 spaced, 12 pt font) for this Rationale.

* Themes will be discussed in Tutes and decided on before Week 4.

On successful completion you will be able to:

- Demonstrate critical and conceptual skills in radio production and audio content production for diverse media applications
- Demonstrate the development of a range of communication and expression skills.
- Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.
- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

4. Role for Live Show

Due: **Week 13/14**
Weighting: **20%**

Your mark is based on individual performance in your role for the live production and written documentation supporting your contribution to the class/team broadcast. In this last respect, you will need to regularly update others of progress in your role either on iLearn, facebook group page or via email, and keep a diary with regular comments and reflections on your role and content produced for the show. This 'production diary' – with final comments on the success of your program and some of the key things you have learnt – should be kept from Week 6 and be submitted to your Tutor at the end of Week 13 as supporting evidence of your participation. The diary can be hand written in a journal/notebook with Computer/Online entries enclosed, or entirely digitally sourced, but still submission should be of a printed version. (Check with tutor for any variation to this).

A further note on Roles: Before Week 6, you will be elected to a role or will have the chance to volunteer for a specific task. These tasks include: Producers (A) live show, to create running sheet, direct presenters, check overall technical quality, take responsibility for content, deadlines etc (2); Producer Q & A Forum Segment (B) (1); Compere Q & A segment (1) who will work with

Producer B in smooth running of Forum and scripting/questions; panel operator (2), one in radio studio, the other operating desk for live broadcast - both under the direction of Peter Ring (radio facilities manager); producer-assistants for the day, to run boom mics, act as messengers/ liaison, assist guests, follow up guests with thankyous etc (2-3); presenters (up to 4, for 2 sessions); publicist (1); online content producers (1-2) depending on experience and if this output is also contributing to another Unit (as agreed by both Convenors); a roving reporter/ reporter at large (optional) who will deliver 2-3 voice pieces on-location via phone, 'filing' these reports live on the day, or possibly these can be preproduced but be programmed *as if* live; and finally entertainment content producers (1-2) who will organise, rehearse and be responsible for musical artists or other performers featured in the individual class shows, and performing live for radio audiences and before the live audience gathered in the Drama Studio in Week 13 or 14.

*This unit's Tute classes will each create a live show with multiple features and content. A Theme may be suggested for each class or cover the three 2Ser shows, with each class selecting a sub theme if they wish.

On successful completion you will be able to:

- Demonstrate critical and conceptual skills in radio production and audio content production for diverse media applications

- Demonstrate the development of a range of communication and expression skills.

- Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.

- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

- Analyse critically and evaluate creative and professional media practice, with an emphasis on radio industry audio content.

Delivery and Resources

This Unit is structured using Lectures, Tutorial/Radio Lab/Studio Workshops and Discussion Sessions.

REQUIRED READING:

Text Book: (in Co-Op Bookshop) Making Radio, A practical guide to working in radio in the digital age. Ed. Steve Ahern. Format: Paperback. Allen & Unwin, Sydney, 2011.

(The essential handbook for anyone training to work in commercial, public or community *radio*, now thoroughly updated to reflect the digitalisation of the industry.)

REQUIRED EQUIPMENT

· **One set of** reasonable quality semi-open or closed **headphones** (compulsory for each student, due to Health & Safety regulations).

· **Memory device** to store audio data, in progress and for transport between home

and university.

RECOMMENDED READING

Alten, Stanley. Audio in Media. Belmont CA: Most recent edition is best. (Should be in the library.) The bible of audio production for those really serious about sound.

Barnard, Stephen. Studying Radio. New York: 2000

Beaman, Jim. Programme making for radio. London & NY: 2006

Beaman, Jim. Interviewing for Radio. London & NY: 2012

Biewen, John. Reality radio: telling true stories in sound, Durham, 2010

Burns, Maureen et al. Histories of public Service Broadcasters on the web, New York: 2011

Chantler, Paul & Stewart, Peter. Basic Radio Journalism. 2003

Chignall, Hugh. Key Concepts in Radio Studies. Sage: 2009

Chignall, Hugh. Public Issue Radio: Talks, News and Current Affairs in the Twentieth Century: 2011

Crisell, Andrew & Guy Starkey. Radio Journalism, London: 2009

Crisell, Andrew. Ed. Radio (3 Vols). London 2009

Crook, Tim. The Sound Handbook. London. Routledge 2012

Dubber, Andrew. Radio in the Digital Age, Polity, London: 2013

Fleming, Carole. The Radio Handbook. London: 2010

Frangi, Anthony. Radio toolbox: everything you need to get started in broadcasting. Palgrave Macmillan 2012.

Geller, Valerie. Beyond Powerful radio: a communicator's guide to the Internet age. Belmont CA: 2006.

Griffen-Foley, Bridget. Changing Stations: The story of Australian Commercial Radio, Sydney: 2009

Hendy, David. Radio in the Global Age. Cambridge: 2000.

Hicks, Wynford. English for Journalists. London & New York, 2nd Edition2003.

Keith, Michael. The Radio Station. London: Focal Press, 2000

Keeble, Richard. Ethics for Journalists. London & New York, 2001

Kern, Jonathon. Sound Reporting: the NPR Guide to audio journalism and production, Chicago: 2008

Kramer, Mark & Wendy Call (Eds). Telling True Stories, NY: 2007

Loviglio, Jason & Hilmes, Michele (Eds) Radio's new wave: Global Sound in the Digital Age, Routledge: 2013.

McLeish, Robert. Radio Production, 4th Edition, Oxford: 1999

Shingler & Wieringa. On Air: Methods and Meanings of Radio. London: 1998.

Squier, Susan. Ed. Communities of the air. London: 2003

Starkey, Guy. Radio in context. London: 2004

Street, Sean, The Poetry of Radio, the Colour of Sound. London, New York, 2011.

Talbot-Smith, Michael. Sound Assistance. London: 1999

Turner, Graeme. 'Politics, Radio and Journalism in Australia', in Journalism, Vol 10, no 4, August 2009

Journals of relevance (in library/electronic available):

The Radio Journal: international studies in broadcast and audio media, Intellect. UK.

Journal of Radio and Audio Media, USA

NB: Other Readings may be distributed in class, or uploaded to iLearn, or URL/Library link provided.

Web radios and audio sites of interest

Arte-Radio (in French: radio arm of European cultural channel) http://www.arteradio.com/

American Public Radio works http://americanradioworks.publicradio.org/

Australian Broadcasting Corporation http://www.abc.net.au

ABC Editorial policies http://www.abc.net.au/corp/pubs/edpols.htm

ABC Radio Eye (Features & Docs) http://www.abc.net.au/rn/radioeye/

ABC 360 Documentaries (main ABC features and documentaries program) http://www.abc.net.au/rn/360/

ABC JJJ: http://www.abc.net.au/triplej/programs/

ABC Correspondents Report ABC http://www.abc.net.au/

ABC RN: http://www.abc.net.au/radionational/?WT.svl=listen

ABC Local Radio: http://www.abc.net.au/sydney/?WT.svl=local0

Australian Communications and Media Authority http://www.acma.gov.au

BBC (UK) radios http://www.bbc.co.uk/radio/

ABC Newsradio: http://www.abc.net.au/newsradio/?WT.svl=listen

http://www.birst.co.uk/ (University web radio in UK)

Commercial Radio Australia http://www.commercialradio.com.au

Community Broadcasters Association http://www.cbaa.org.au

Community Media Forum Europe http://www.freie-radios.at/cmfe/index.php

2GB: http://www.2gb.com/

NOVA http://www.novafm.com.au/nova100/home

NPR Interns radio http://www.npr.org/about/nextgen/content/

National Public Radio (USA): http:///www.npr.org

New Radio and Performing Arts: http://new-radio.org/

Radioinfo http://www.radioinfo.com.au

Third Coast Radio festival http://www.thirdcoastfestival.org/

Radio Lab (exciting US Science radio show) http://www.radiolab.org/

Radio-Locator: http://www.radio-locator.com

Radioinfo http://www.radioinfo.com.au (subscribe to keep in touch with latest jobs etc in Australia)

Radio Australia http://www.radioaustralia.net.au/

Resonance FM http://resonancefm.com/

Sound Portraits: http://soundportraits.org/

SBS Radio http://www9.sbs.com.au/radio

2SER http://www.2ser.com/

Sirius satellite radio http://www.sirius.com/

This American Life show http://www.thislife.org/

Transom: a showcase & workshop for new public radio *(useful to students)*:

http://www.transom.org/

UBU Web radio http://www.ubu.com/sound/radio_radio/index.html

2UE: http://www.2ue.com.au/

UN Radio http://www.unmultimedia.org/radio/english/

USA Public radio *Hearing Voices* http://www.hearingvoices.com/

The Wire http://www.thewire.org.au/

WNYC New York public radio station with live performance space http://www.wnyc.org/

World Radio Network: http://www.wrn.com

Unit Schedule

Week 1	Lecture: Introduction to the Course, assessment and your questions answered.
Week 2	Lecture: Getting back to listening. Prep for making Audio postcards
Week 3	Lecture: More on creating Sonic 'pictures', writing for radio and correspondent reports. Intimate and personal styles of presentation to assist in taking us there, into the scene. Egs from beyond radio also.
Week 4	Lecture: Returning to Presentation and radio talk
Week 5	Lecture: Considerations for more complex programming for radio
Week 6	Lecture: Models for Live talk/variety/& current affairs programming 1
	EASTER EASTER/Break
Week 7	Lecture: Live radio revisited: creative design of the schedule, formats, selling the show. Extra demands of a Web presence, Twitter, facebook...
Week 8	Issues and more models for live programming 2. Extended radio: how to value add. Radio rethink?
Week 9	Case Study: Radio Breakfast/Drive and magazine styled programming. Best practice, public broadcasting models versus commercial?

Week 10	**Case Study: making comedy and live performance work for the radio.**
Week 11	**TBA. Note Tutes will be working on projects in Lab**.
Week 12	**Final lecture: Where to from here? Careers? Other units in this stream? TEDS feedback and sum up. Info about options: Internships in radio, creative audio etc, sound design, doing a Masters year with major work in radio/sound design. Your questions answered.** **NB: All content to be complete for Live Show. Any final editing must be negotiated with tutor/Producers this week. More Rehearsals scheduled in this week. Please check iLearn for details.** **TBA Tutes, production meeting and rundown, rehearsals. See iLearn.**
Week 13	**No lecture** due to prep for shows if these are broadcast this week, or, if broadcasts are programmed by 2Ser for week 14, Week 12 will be moved to week 13. • **Content should be uploaded ready for Broadcast, and Production Diaries should be submitted by end of this week, or as organised by your tutor.**
Week 14	**NB: Assessable live radio shows, 2SER**, may be scheduled for this week or Week 13 (TBA), using Radio studios and Drama Theatre with live audience. Each class will be allocated a day for their broadcast show and confirmed by Week 4.

* See iLearn for full updated schedule of Lectures and Tutes. This schedule is a guide only, based on previous years.

Further Note:

As Research, there will be <u>One Excursion</u> to ABC TV Studios, Ultimo: to join a <u>Q & A show</u>. http://www.abc.net.au/tv/qanda/about.htm

"Q&A puts punters, pollies and pundits together in the studio to thrash out the hot issues of the week. It's about democracy in action…on Q&A the audience gets to ask the questions. It doesn't matter who you are, or where you're from - everyone can have a go and take it up to our politicians and opinion makers. Energetic and opinionated - Q&A brings Australia's egalitarian and larrikin spirit into the studio. Q&A is about encouraging people to engage with politics and society. Q&A is hosted by one of the ABC's most respected journalists, Tony Jones. Q&A is live to air - it's happening as viewers watch". (Dates TBA, check iLearn or Tutor for all details).

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Assignment submission

 All audio assignments submit to Workstation Folder Drop Box (unless otherwise directed) with written documentation and Coversheet to Boxes (W6A) by due date/week. All written material should be typed & double-spaced, on single-sided A4 paper, with the cover sheet provided. All published work must be clearly annotated and acknowledged. If in audio, appropriate referencing must be used, or contained in cue sheet.

Hard Copy Submissions

Written work must be submitted through the Arts Student Centre (via the appropriate assignment box) on Level 1, W6A (for internal students) or via COE (for external students). Internal students must print and attach a completed coversheet to all submitted work. A personalised assignment coversheet is generated from the student section of the Faculty of Arts website at:

http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet.

Please provide your student details and click the *Get my assignment coversheet* button to generate your personalised assignment cover sheet. No other coversheets will be provided by the Faculty.

Return of marked work

During semester, marked work will be returned to students via tutorials, seminars or lectures.

Electronic Submissions

Information about how to submit work online can be accessed through the iLearn unit.

Examination

No formal exams set for this unit.

However, the live broadcast will be assessed in Week 13 or 14 (2 hour broadcast on 2Ser, Macquarie Y3A building) and all students are expected to ensure they are available on their date of broadcast, and prior for any preparation required on the day. Attendance at the live broadcast will be subject to assessment, unless special consideration approval. See below.

Extensions and special consideration

Deadlines are not negotiable unless a substantial mitigating reason or medical certificate is provided to Tutor/Convenor. Late assignments (without prior consultation with Convenor or adequate reason in writing and approved) will lose marks on a (5%) per day basis. Assignments cannot be handed in after marking of class is completed. Students who miss more than three (3) lectures without adequate reason (in writing) or (2) workshops (or consistently come late &/or leave early) will automatically fail this unit. A warning will usually be issued, but a student must take responsibility for attendance. **All assignments must be completed & submitted to satisfactorily pass this unit.**

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise

- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate critical and conceptual skills in radio production and audio content production for diverse media applications
- Demonstrate the development of a range of communication and expression skills.
- Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.
- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs
- Analyse critically and evaluate creative and professional media practice, with an emphasis on radio industry audio content.

Assessment tasks

- 1. Short audio postcard
- 3. Program Production

- 4. Role for Live Show

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Demonstrate critical and conceptual skills in radio production and audio content production for diverse media applications
- Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.
- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs

Assessment tasks

- 1. Short audio postcard
- 2. Analysis/reflection
- 3. Program Production
- 4. Role for Live Show

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.
- Analyse critically and evaluate creative and professional media practice, with an emphasis on radio industry audio content.

Assessment tasks

- 1. Short audio postcard
- 2. Analysis/reflection
- 3. Program Production
- 4. Role for Live Show

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate critical and conceptual skills in radio production and audio content production for diverse media applications
- Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.
- Analyse critically and evaluate creative and professional media practice, with an emphasis on radio industry audio content.

Assessment tasks

- 2. Analysis/reflection
- 3. Program Production

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate critical and conceptual skills in radio production and audio content production for diverse media applications
- Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.

- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs
- Analyse critically and evaluate creative and professional media practice, with an emphasis on radio industry audio content.

Assessment tasks

- 2. Analysis/reflection
- 3. Program Production

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.
- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs
- Analyse critically and evaluate creative and professional media practice, with an emphasis on radio industry audio content.

Assessment tasks

- 1. Short audio postcard
- 3. Program Production
- 4. Role for Live Show

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate critical and conceptual skills in radio production and audio content production for diverse media applications

- Demonstrate the development of a range of communication and expression skills.
- Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.
- Plan strategically, and develop team skills to produce a range of creative and journalistic outputs
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Assessment tasks

- 1. Short audio postcard
- 2. Analysis/reflection
- 3. Program Production
- 4. Role for Live Show

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Demonstrate critical and conceptual skills in radio production and audio content production for diverse media applications
- Demonstrate the development of a range of operational, technical and media industry skills related in particular to audio/radio production, program making and broadcasting.

Assessment tasks

- 1. Short audio postcard
- 3. Program Production

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment task

- 3. Program Production