# MAS 207

## Radio Broadcasting

S2 Day 2014

*Dept of Media, Music & Cultural Studies*

# Contents

# General Information

Unit convenor and teaching staff
Unit Convenor and Lecturer/Tutor
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Credit points
3

Prerequisites
MAS206 or MAS223

Corequisites

Co-badged status

Unit description
This unit builds on the understanding of core principles and practices of radio broadcasting and digital sound production taught in MAS206 Radio Production, extending students' experience and knowledge of radio/audio through attention to actual live broadcast situations and professional roles. Critical listening and reflection upon diverse radio/audio content is an aim of the unit giving students a broad understanding of principles and practices of radio production and broadcast radio journalism while connecting students to the latest developments in digital radio/audio programming. Workshops incorporate techniques of devising live to air program material: location recordings, interviews, voice segments, entertainment, promotion and feature packages. A live magazine style program for 2SER is one outcome, extending students' team and presentation skills, while consolidating the critical, research and production expertise required to produce an extended program package of this genre. Lectures cover theories and issues relating to radio in the contemporary context, especially as these pertain to public broadcasting and community radio forms. Regular listening and analysis of radio forms a key part of the unit with local and international examples including hybrid audio-rich productions for internet/digital platforms.

## 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:

Develop and apply a range of communication and expression skills for electronic audio media productions

Apply and consolidate a range of operational skills in radio broadcast and related electronic audio media productions

recognise the value and power of the radio medium in communicating with diverse target audiences and in applications to new media contexts such as the web

identify and analyse types of radio programs and formats suitable to a diverse range of radio organisations, understanding the dynamics and methods necessary for successful communication with audiences and listeners

apply specialist skills to creative and collaborative roles in radio program production, broadcast audio media journalism, and presentation of collaboratively devised projects

# Assessment Tasks

| Name | Weighting | Due |
|---|---|---|
| 1. Writing/recording exercise | 20% | Week 5 Tutes |
| 2. Reporting interview task | 15% | Week 7 edited |
| 3.Radio feature or audiosketch | 35% | Week 12 |
| 4. Role in broadcast project | 20% | Week 14 |
| Overall attendance | 10% | Week 14 |

## 1. Writing/recording exercise

Due: **Week 5 Tutes**
Weighting: **20%**

**Record actuality, scene and voice to create a reporter's postcard**

Make a live recording at a place, or at an event you witness, using portable recorders. Either record a 'live' commentary at the place/event, reporter style, following events, or record your 'actuality' as 'takes' and then after write a script to go with it (making notes at the location and incorporate these). Perform your script using portable recorder or in Recording Booth. Then mix the voiced script with your actuality recording on ProTools, but do not spend a huge amount of time editing: as long as the piece sounds as if you are there, or are reflecting back upon it with an interesting monologue/commentary/reflection, other relevant information can be added if you wish.

**Up to 4 minutes maximum.**
(Base on the theme if possible).

NB: You have two weeks to do this exercise. Be ready to play in class in Week 5. To be done individually.

This exercise will be assessed using a rubric. Grading criteria for assessment includes quality of idea/approach taken to place; technical rendering quality; effectiveness and interest created in presentation and structure, through use of actuality material and script/voice.

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# 2. Reporting interview task

Due: **Week 7 edited**
Weighting: **15%**

**Working alone, organize and record an interview (current affairs/topical/specialist)** on location or phone linked to theme, and **preferably to be used in chosen feature** story or comedy/drama piece. Interview a person with expertise in a subject if possible. **From an original 'raw' 20 minute interview, edit down to 6 - 8 mins max.** Prepare an edited section or excerpt to be auditioned in Week 6 Tutorial and then submit the final to tutor for marking after editing down in Week 7. *Include some questions in edited version*.

With this assignment please also submit a one page brief on the subject of the interview and your original 'raw' questions.

Assessed on quality of interviewee for topic, choice of interviewee and research presented. Also presentation of questions (structure and approach) and finished edited interview. See rubric for details of criteria.

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# 3.Radio feature or audiosketch

Due: **Week 12**
Weighting: **35%**

Working in pairs and to the theme **create a radio feature package/short documentary or** (with tutor's approval) **comedy/drama sketch for radio**. Draft version (near complete) will be auditioned Week 10, and Tutor will provide feedback in class. Students can 'improve' their work leading up to the submission of a final version to be played in the live show. **Final is due Week 12.** Max Duration: 8-9 mins.

For this assignment, you will work in pairs to research and produce a radio feature that may include interview/s (including possibly segments of Assign 2 interview), voices, script, or other sound (music, effects, original actuality recordings). Primary source material, i.e., interviews and scripts can be recorded either in the studio/phone recording or on a portable recorder, and then mixed with music, sound effects, or other actuality to create a radio feature on a specific topic, theme or around a story. This assignment requires you to demonstrate competence with story development, writing for audio, microphone technique, interviewing, recording, editing, and mixing and thinking radiophonically. It involves being as creative or as factual as you like while remaining clearly focused. Themes for each class will be chosen, and your features must work within the theme. Includes writing a pitch/synopsis & rationale. See Schedule for deadlines. The rationale can be handed in with your feature and should outline your role in production, how and why you chose the theme/subject/story, pursued the treatment you did, and how it is suitable for your magazine program on 2SER.

Programs will be assessed to a rubric. Criteria assessed: quality and originality of Presentation (including technical), quality/interest in content and its development; quality and relevance of research and reflection upon the final work and the processes you undertook to complete it to deadline, including any liaison with Interactive Web Design - *MAS241*. Completion of synopsis and Cue Sheet mandatory.

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# 4. Role in broadcast project

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

**Performance/production in an approved role for the live broadcast, and website project involving two units. See iLearn for details.**

**Written reflection (3 pages min) is required to document and reflect on your role** and the overall result of the project for Assignment 4. You can also include a diary as evidence of your contribution.

**Roles (**which will be confirmed in Tutes) **include show producers (2), presenters (2-4), promo makers (2) sting maker and intro maker (2), online content liasion (1), panel operator show (2), entertainment producers (2 – one of which will be a panel op for the live music, and in rehearsal), publicity officer and social media liasion (2), plus roving reporter (1) and other roles** depending on class size. See schedule for Due Dates and preview dates (in Week 12 or 13 TBA). These segments should be in final form by the live broadcast. NB: Written component: Hand in to W6A 3 page account of what you achieved in your role, either singly or as part of a team (with any evidence of your output: eg audio files, scripts etc). Deadline: Week 14

NB: Online content will include photos and text, transcripts of best interview material or placement of additional feature material as podcasts for separate web page to be designed by co-operating Unit (see Ilearn). Online liasion to liase with our Producers and Interactive Web Design - *MAS241* students. Full description will be available on iLearn, and in Week 4 combined Lecture. (iLearn for details)

**Assessment is based on fulfilling your role and the quality of your written reflection of 3 pages min. Deadlines must be met, contribution documented.** Tasks vary and are assessed in relation to the task as well as written reflection.

**Producers** will oversee the program. **Assessment:** produce running sheet, good running order for content, be responsible in the Control Room, liaise with Presenters and other roles, Chair meetings with notes also handed in to Tutor/quality of ideas and communication will be assessed. **Presenters** will be assessed on the effectiveness/quality of their performance live on air for the show. **Promo-makers** will be assessed on 2 Promos: effectiveness/originality/ technical. **Online liaison** will be assessed on the content and ideas they contribute to the website and overall idea and design for the web pages. This team may also be responsible for Social Media and input on the day. **Live music/entertainment producers** will be responsible for procuring & managing the entertainment. Assessed on early and thorough preparation/quality of segment, smooth running of segment, provision of publicity information on the artists/band etc to Producers and all forms submitted to deadline (if applicable: APRA copyright) An interview on air with the band/artist may also be organised by the entertainment Producers for the live show.

**Panel Operator** assessed on smooth running of their segment paneling. Clear marked up running sheet, and attendance at rehearsals, with Report obtained from Peter Ring, Radio Facilities manager. **Roving Reporter** will produce 2 short voice pieces either 'on location' by phone, or prerecorded. Quality of content/presentation assessed and on time delivery. Publicity officer/s will produce high quality well written or communicated Press release and small poster to advertise the whole show and innovative website involving three Units. Evidence of effective liaison with Producers and  MAS241 representatives participating in this project must be demonstrated. Hand in publicity material with reflection.

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## Overall attendance

Due: **Week 14**
Weighting: **10%**

Participating in classes and in your Tutorial team will be assessed. As part of this assessment a roll will be taken for Lectures and Tutorials. Listening to the radio is also a crucial part of this course. Students will be expected to be able to discuss programs heard over the week, including 2SER and those selected by Tutor. You are also expected to complete homework readings and when asked, address the class in discussion. In connection with this course, each student will present verbal reports on radio listening sessions, commenting upon critical aspects of the programs heard. You can reference readings also in your Rationales/Reflections for features. Students must also demonstrate active involvement in technical workshops and adhere to all bookings and Lab requirements. See ilearn for further details or contact Convenor. Assessed via roll, written discussion participation on iLearn, class discussion.

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# Delivery and Resources

**DELIVERY METHODS**

Lectures, workshops, and tutorials and through Project meetings which include representatives of one other Unit, MAS241 (who will be creating a sophisticated web design for presentation of work online by MAS207 radio broadcasting students).

Delivery: Day

This unit will use: ilearn, Facebook

**NB: You will be assessed on a series of small individual and larger group assignments including overall participation and performance in a set of roles.**

**A Web site will be produced in conjunction with Web design students in MAS241. A live Magazine Show broadcast on 2Ser will be the major outcome of this unit.**

**Content for the Website will also be an outcome of this unit.**

**Details: The Show and overall Project will have a theme and each student will have a role to play in it:**

**Each Tutorial class will be producing one live-to-air program for the radio to be broadcast on 2SER in Week 13 or week 14 (TBA). All students must contribute to their program, and take on specific responsibilities in various selected roles.** These roles are to be determined in consultation with tutor and divided up between class members a number of weeks prior to the final broadcast. Students' performance in their roles (as presenters, producers, panel op, promotions, online producers etc) will be assessed in addition to the pre-produced segments which comprise the main content of the live magazine style program and web site. NB: Not all features will be selected for live broadcast, but all features (if meeting quality guidelines for 2Ser) will be available as podcasts on class webpage linked to 2Ser.

The pre-produced radio packages will comprise a feature package (Assignment 3); and either on-air presentation scripts, a promo, stings, live (pre-arranged and rehearsed) entertainment segment, and other content where desired (all work for roles = Assignment 4). These items form the major part of the content for the magazine styled show. **To pass the course all students must complete their packages and fulfill the requirements of their respective roles, in addition to Assign 1 and 2.** Also all students must be available for the final broadcast on their designated day and organize, in advance if necessary, to be there for the full duration of this 'event'. Students will also need to attend on the same day of the final show for rehearsals and final pre-production.

**EXAMINATION(S)**

No examinations

**ASSIGNMENT SUBMISSION**

All written material should be submitted typed in double-spaced format, on single-sided A4 paper, with the cover sheet provided. Essential Information: student name and number, unit title, assignment title, name of tutor/lecturer should be included on the cover sheet. All quotes from published material should be clearly annotated and acknowledged. All assignment documentation must be in a folder or large envelope and placed in appropriate box outside the W6A student inquiry office. Transfer all completed audio files to Radio Lab workstation (class folder) prior to class or at deadline - see Peter for details. NB: deadlines are not negotiable unless a substantial mitigating reason or medical certificate can be provided to your Tutor/ Convenor. If in doubt contact your tutor.

**REQUIRED MATERIALS/TEXTS**

You will be required to purchase:

1) Textbook: Phillips, Gail and Mia Lindgren. The Australian Broadcast Journalism Manual. 3rd Edition, South Melbourne: Oxford University Press, 2013 (copies in Co-op bookshop).

3) One set of reasonable quality semi-open or closed headphones (compulsory for each student, due to Health & Safety regulations). You will have these if you already completed MAS206.


**Some other recommended readings** (mostly available in the library). Students should draw on at least three sources for their final reflection on the project and their role within it.

**Books**

Alten, Stanley. Audio in Media. Belmont CA: Wadsworth. Copies of most recent edition (2011) are in the library. (The bible of audio production for those really serious about sound).

Barnard, Stephen. Studying Radio. New York: Hodder Headline/Arnold. 2000

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

Biewen, John. Reality Radio: Telling True stories in Sound, Duke 2010.

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

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

Fleming, Carole. The Radio Handbook. London: Routledge, 2010

Geller, Valerie. Beyond Powerful Radio. Focal Press, 2011.

Hausman, Carl et al. Modern Radio Production. Production, Programming, and Performance.

Belmont CA: Wadsworth/Thomson Learning, 2006.

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

Hicks, Wynford. English for Journalists, Routledge 2003.

Keeble, Richard. Ethics for Journalists Routledge, 2001.

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

Kern, Jonathon. Sound Reporting: The NPR Guide to Audio Journalism. Uni of Chicago Press, 2008.

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

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

Shingler, Martin & Wieringa, Cindy. On Air: Methods and Meanings of Radio. London: Arnold, 1998.

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

Starkey, Guy. Radio in context. London: Palgrave, 2004

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

**Web radios and audio/radio 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 Radio National http://www.abc.net.au/rn/programs.htm

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

ABC AM Archival: http://www.abc.net.au/am/40years/

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

ABC '360 Docs' http://www.abc.net.au/rn/360/

ABC 702 http://www.abc.net.au/sydney/radio/howto.htm?section=aod

http://americanradioworks.publicradio.org/

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

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

BBC Writers Room http://www.bbc.co.uk/writersroom/writing/tips_radiodrama.shtml

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

Federation of Australian Radio Broadcasters: http://www.amfd.com.au

2GB http://2gb.com/

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

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

NPR (USA) http://www.npr.org/programs/index.html

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

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

Pool (ABC) http://www.pool.org.au/

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

Radio Lab (US award winning radio science show) http://www.radiolab.org/

Studio MQ, 2Ser  http://www.2ser.com/programs/shows/studio-mq

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

Transom: a showcase and workshop for new public radio: http://www.transom.org/

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

Resonance FM http://resonancefm.com/

Sound Portraits: http://soundportraits.org/

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

http://www.radio.sbs.com.au/language.php?page=about&language=World%20View

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

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

Triple J http://www.abc.net.au/triplej/programs/

Triple J Hack Story archive http://www.youtube.com/watch?v=n7KQ4vkiNUk&feature=related

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

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

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


**Student radio sites, radio/journalism competitions and radio resources for learning:**

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

ABC Careers http://www.abc.net.au/careers/

http://www.austereo.com.au/index.php?option=com_content&task=view&id=72&Itemid=180

http://www.adm.heacademy.ac.uk/

http://www.bbc.co.uk/programmes/p01cvlqt (using smart phones for audio journalism)

http://www.bbc.co.uk/academy

http://www.bbc.co.uk/academy/work-in-broadcast/article/art20140619131745570

http://www.bbc.co.uk/academy/production/article/art20130919180644926

http://www.bbc.co.uk/academy/production/online/project-management/article/art201307021121 35279 (creating a digital team for broadcasters)

http://www.bbc.co.uk/academy/production/radio/editing-and-sound-design

http://www.bbctraining.com/

http://www.bbc.co.uk/academy/production/radio/presenting (radio presentation)

BBC Schools Radio Journalism http://news.bbc.co.uk/2/hi/school_report/5275764.stm

Bournemouth University, UK http://www.birst.co.uk/

Deutsche Welle http://www.dw-world.de/dw/0,2692,12276,00.html

Goldsmiths Creative Radio http://www.ma-radio.gold.ac.uk/mp3audio1.htm

Griffith University, http://livewirez.wordpress.com/

Ira Glass on storytelling http://www.youtube.com/watch?v=n7KQ4vkiNUk&feature=related

http://nextrad.io/ NExt radio - future of radio

RMIT, http://emedia.rmit.edu.au/smpl/roar

Online radio journalism tute (USA) http://www.newscript.com/

NPR Interns http://www.npr.org/about/nextgen/internedition/spring08/blog/?page_id=251

Reporters sans frontiers http://www.rsf.org/spip.php?page=rubrique&id_rubrique=280

SALT Institute (USA) http://www.salt.edu/

http://digitalmedia.oreilly.com/pub/a/oreilly/digitalmedia/2005/08/10/improvingpodcasts.html

Young Journo Awards http://www.youngjournalistawards.org.au/

Reuters Handbook of Journalism: http://handbook.reuters.com/index.php/Main_Page

Real time world stats http://www.worldometers.info/

An updated list will be made available on Ilearn.

# Unit Schedule

See iLearn for full 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/

## Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

# 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

- Develop and apply a range of communication and expression skills for electronic audio media productions
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### Assessment tasks

- 2. Reporting interview task
- 3.Radio feature or audiosketch
- 4. Role in broadcast project
- Overall attendance

## 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.

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## Assessment task

- 4. Role in broadcast project

# 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.

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## Assessment tasks

- 1. Writing/recording exercise

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# 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

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## Assessment tasks

- 2. Reporting interview task
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- Overall attendance

# 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:

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## Assessment tasks

- 3.Radio feature or audiosketch
- Overall attendance

# 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.

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# 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.

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- apply specialist skills to creative and collaborative roles in radio program production, broadcast audio media journalism, and presentation of collaboratively devised projects

## Assessment tasks

- 1. Writing/recording exercise
- 2. Reporting interview task
- 3.Radio feature or audiosketch
- 4. Role in broadcast project

# 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 outcome

- apply specialist skills to creative and collaborative roles in radio program production, broadcast audio media journalism, and presentation of collaboratively devised projects

## Assessment tasks

- 2. Reporting interview task
- 3.Radio feature or audiosketch

# 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

- 4. Role in broadcast project