



MAS 337

Advanced Radio Production and Broadcasting

S1 Day 2015

Dept of Media, Music & Cultural Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Virginia Madsen

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Contact via virginia.madsen@mq.edu.au

Y3A191J

By appointment or Monday 10.30 - 11.30am; Tuesday 12.30-1.30pm

Tutor

Miles Martignoni

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Contact via TBA

Y3A J1

TBA

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

Name	Weighting	Due
<u>2. Analysis/reflection</u>	20%	Week 7
<u>3. Program Production</u>	40%	Week 12
<u>4. Role for Live Show</u>	20%	Week 13/14

1. Short audio postcard

Due: **Week 6 Tutes**

Weighting: **20%**

Use recordings of actuality sound and scripted voice/voice-over to make a short (3 - 4 minute) 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 should start with a real place or event, although it is possible to speak of a fictional or more laterally connected topic, but still using recorded sound from this place.

(This exercise will mainly assess your writing/presentation skill for radio and your ability to construct a radio/audio item which uses recorded actuality/'wild sound' and words to take us to a place). **Prepare individually. Submit to DAWS correct folder by Week 6 Tute.** Should be available to listen to in Week 6.

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 package/feature (or max 1 hour segment of time from a 'flow radio' program) and describe, contextualise and analyze it (1500 - 2000 words).

Pay attention to the following:

Description and Contextualisation: Type: radio/web/podcast etc. Station/Service or Host? (Public, community, commercial etc) Date of broadcast or first availability? The genre: current affairs, talkback/discussion, interview, documentary, comedy, drama/performance or other? What is the program it is part of? Is it part of a regular offering, or a one off special? (Egs: ABC Triple J "Hack", national youth current affairs program, regular daily...; "RadioLab": American NPR specialist podcast and syndicated program available on....online site includes... ; ABC RN

"Breakfast", daily current affairs and talk show with multiple items, single host with commentators and journalists input;...2Ser magazine or Breakfast show., duo or single hosts with short feature and interview content...; "Radiotonic", product of Creative Audio Unit of ABC RN, specialist in experimental radio work, audio arts.....) Discuss here, if relevant also, 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.

Analysis: While paying attention to the format/context of the station where it is broadcast, comment on the content, style, genre of program. Note the kinds of voices heard, the arguments or content and how this is expressed. How effectively is the story told and is it a story you think worth communicating to the program's target audience? Why was it so engaging then? Here, you might comment on the voiced story including the impact of narrators/hosts/reporters; the scripting, editing and structure; the placement/types of sound used such as any music or actuality sound and why this works or not; the quality of interviewees, their content or interest these generate for the whole piece. If any other things are significant mention and discuss these too. Somewhere in the analysis then you should discuss: how the program succeeds (or not) in engaging its listeners, or speaking to its imagined audience(s) or communities and what you learnt from listening to this program in your role as a radio producer. Here you are asked to give your view; however this can be augmented and supported by referenced articles or commentary: use reviews and articles from media and academic scholarship where available. (See reference list, or consult with your Tutor).

A list of programs as good examples to analyze will be distributed on iLearn by Week 6.

Alternately, you are permitted to 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 the role of compere, the 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.

Submit to your Tutor in class or on iLearn by Week 7. Include Cover Sheet.

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** (max 7 mins); or **audio collage** exploration of the theme (duration usually less than 7 mins); or, a **series of short pieces** around the theme to be spaced through the program (3x 2min for eg); or (for Producer and Host roles only) 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 **Reflection** to assist in the marking process. NB: Each student should submit a separate reflection, even if content is the same for both students.

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

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

Submit Audio to DAWS by your Tute Week 12 and have available to play in class. Submit written material to your Tutor via class or iLearn.

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 may be digital/typed, or hand written (in part) in a journal/notebook. Typed/online/digital entries including facebook/iLearn discussions can be pasted in or enclosed with this. (Check with tutor for any variations 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) for the live show, to create running sheet, direct presenters, check overall technical quality, take responsibility for content, deadlines etc (2); One Producer for Q & A Forum Segment (B) (1); a Compere Q & A segment (1) who will work with Producer B in smooth running of Forum and scripting/questions; panel operators (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 thank-yous and run social media before and on the day (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 voice pieces on-location via phone, 'filing' these reports live on the day, or possibly these can be pre-produced, but programmed as *if* live; and finally an entertainment content producer (1) 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 (TBA).

***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.**

Submit written documentation with coversheet to Tutor by Friday Week 14. Audio should be submitted to Drop Box in DAWS also by this date.

On successful completion you will be able to:

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

*Ahern, Steve. Making Radio. Allen and Unwin. Latest Edition in Co-Op and Library.

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

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

Chignell, 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 Edition 2003.

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

*Lingren, Mia, and Philips, Gail. Australian Broadcast Journalism. 3rd Ed. Oxford Uni Press: 2013. In Co-Op and Library

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, (UK/international).

Journal of Radio and Audio Media, (USA)

Australian Journalism Review (articles on all kinds of journalism)

Radiodoc Review: <http://ro.uow.edu.au/rdr/> new online journal reviewing documentary radio/ audio (international)

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 JJJ: <http://www.abc.net.au/triplej/programs/>

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

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

ABC 360 Documentaries (main ABC features and documentaries program)

<http://www.abc.net.au/rn/360/>

ABC Earshot (documentaries 2015-) <http://www.abc.net.au/radionational/programs/earshot/>

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

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

All the Best (from fbi, SYN 4ZZZ) storytelling and short docos

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>

fbi <http://fbiradio.com>

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

Kitchen Sisters programs/projects (Davia Nelson & Nikki Silva are award winning producers based in USA, make for NPR etc. <http://www.kitchensisters.org>

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/>

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

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

Serial podcast cult podcast based on re-examination of murder case <http://serialpodcast.org>

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

Sound Portraits: archive of radio documentaries (USA) <http://soundportraits.org/>

SYN <http://syn.org.au> community station, based in Melbourne, under 25s

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/>

Hearing Voices USA "best of Public radio" *Hearing Voices* <http://www.hearingvoices.com/> and
<http://www.prx.org/series/732-hearing-voices>

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>

World Service (BBC) <http://www.bbc.co.uk/worldserviceradio>

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	<p>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.</p> <p>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.</p> <p>TBA Tutes, production meeting and rundown, rehearsals. See iLearn.</p>
Week 13	<p>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.</p> <ul style="list-style-type: none"> • 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 One Excursion to ABC TV Studios, Ultimo: to join a Q & A show.
<http://www.abc.net.au/tv/qanda/about.htm>

“Q&A puts punters, polities 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).

Learning and Teaching Activities

The new ProTools Version 11 audio software will be part of this unit's instruction

This will be taught/updated by fully accredited (Avid trained ProTools) instructor, Peter Ring. A Training Manual will need to be purchased. Your Tutor will inform you how to do this in Week 2.

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Additional information

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

[partment 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

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

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.
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Assessment tasks

- 1. Short audio postcard
- 2. Analysis/reflection
- 3. Program Production
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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

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
- 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

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