MAS 337

Advanced Radio Production and Broadcasting

S1 Day 2018

Department of Media, Music, Communication and Cultural Studies

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Helen Wolfenden
helen.wolfenden@mq.edu.au
Contact via 02 9850 2169
Y3A, 193E
By appointment or see iLearn for drop in hours.

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/audio industry or broadcast media content.

General Assessment Information

Assessment rubrics will be available on iLearn and **for all assessments tasks you are required to submit your own evaluation of your work via the rubric. Personalised feedback will then be focused areas where your evaluation of your work varies from your tutor's.**

Submit all paperwork required in the assessment task via the Turnitin link on iLearn. Submit all assessed audio items via the designated assignment dropbox. Check with Radio Facilities Manager Peter Ring for any updates or changes.

Assessment standards in this unit align with the University's grade descriptors, available at: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (including weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Assessment Tasks

Name	Weighting	Hurdle	Due
1. Review Programme	30%	No	Week 6
2. Audio feature	40%	No	Week 11
3. Live Show presentation	30%	No	Week 14

1. Review Programme

Due: **Week 6**

Weighting: **30%**

In pairs, produce a 5-6 minute audio Review Programme. The reviewed item might be a radio programme (magazine, talk or specialist talk, feature or discussion program) an episode of 'Q&A' (ABC TV), or produced and well distributed podcast (preferably with a talk emphasis or a strong feature). The Review Programme should describe, contextualise and analyse the item using relevant tools from your study of radio/audio broadcast journalism. It should take the form of a dialogue in which each person brings their independent analysis to the conversation in a way that is incisive, informative and entertaining.

50 per cent of the marks will be allocated in assessment of the independent contribution of each student. The remaining 50 will be in assessment of the Programme as a whole.

For the programme, consider the following and decide whether to include:

- Platform: radio/podcast/television
- Organisational context: public service, community radio, commercial station, independent broadcaster, podcast network, etc
- Date of broadcast or first availability
- Genre: current affairs, talkback/discussion, interview/s, documentary/'feature', comedy, drama/performance, etc
- Programming context: regular offering, or a one off special? For example:

  - 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" or ABC Local Radio Sydney "Drive" show: daily current affairs and talk show with multiple items, single host with commentators and journalists input

  - FBi or RN styled feature: highly pre-produced, demonstrates research, high level scriptwriting, use of sound to tell story, experiential etc

  - duo or single hosts show (various styles), with short features and/or interview content etc.

- Programme and/or genre history
- Target audience, ways it engages with its audience
- 'Value adding' it achieves through its online presence
- Any other features that are important in your view

Analysis: While paying attention to the format/context of the station where your chosen program is broadcast, comment on the content, style, and genre of the program. Note the kinds of voices heard, the arguments or content and how this is expressed or developed. 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 or significant? 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/choice of interviewees, the content or interest these generate for the whole piece. If any other things are significant mention and discuss these. Somewhere in the analysis you should comment on how the program succeeds (or not) in delivering its content, engaging its listeners, or speaking to its imagined audience(s) or communities, and what you learnt from listening to this program, especially in relation to your role as a radio producer. Here you are asked to give your view; however, support your arguments using referenced articles, or quality commentary. Use articles from quality media and academic scholarship where available.

If you choose to analyse one episode of ABC TV's "Q&A", or a similar program on radio or TV (containing a forum or live debate) here are some points to consider in your review programme:

- How is/are the topic/s managed?
- Comment on the role of any compere, the kinds of questions asked, the balance (or not) of perspectives aired, the variety/diversity or not of guests and their answers in relation to the line of questioning.
- Is there usage of 'Devil's Advocate' questioning by the compere?

Documentation: in order to assess your individual mark, you are required to submit a folio of the planning, preparation and research materials that you used for the review. This might include:

- A script
- A programme plan or rundown
- questions you have formulated to test your partner's analysis
- minutes of meetings between you and your partner
- journal notes of your personal reflections and observations through the pre-production and production process
- your research notes including references
- examples of review programmes you have watched and/or listened to (reference these appropriately also)

This is not an essay. You can submit notes but they need to be coherent and you must supply accurate in- and end-text references where appropriate. Some of the content may be similar or the same as your partner's (e.g. scripts, rundowns) but be sure to document your individual thoughts and contributions.

Due: Audio is to be submitted to the assignment drop box and be available to play in class by your tute **week 6**.

Folio paperwork to be submitted via Turnitin (accessible on iLearn) by **Friday April 6**.

Criteria for assessment

- Engaging, informative, original content: including scripting and structure
- Skills in sound recording, editing and mixing
- Quality of critical analysis
- Quality and relevance of research
- Quality of the planning and preparation documentation
- Evidence of equitable contribution to the programme
- Accuracy of in- and end-text referencing

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

2. Audio feature

Due: **Week 11**
Weighting: **40%**

This second assignment offers the opportunity to pre-produce audio content (maximum 7 minutes) for the third assignment, the themed* live broadcast. These can be in the form of:

- a documentary or current affairs style feature;
- a radio drama or comedic piece;
- audio collage/more creative exploration of the theme; or
- other audio elements by negotiation with the tutor.

Working singularly or in pairs is permissible. The recommendation is that you work in pairs but divide up workload and tasks equitably. When working in group work, 50% of your mark for this task will be determined individually.

Each student should submit a separate reflection, indicating their contribution to the piece they made and reflections on their activities and workload. This should include any problems encountered and lessons learnt. Include scholarly references and audio examples that have

influenced your work. The required length for this reflection is 1000 words.

- Themes will be discussed in tutes and decided on or before week 5.

Due: In the **week 8** tute you're required to present a maximum 5 minute progress report on your work.

Due: Audio is to be mixed in the booth and submitted to the assignment drop box and be available to play in class by your tute **week 11**.

All paperwork/Cue sheet and Reflection to be submitted via Turnitin (accessible on iLearn) by **Friday May 25**.

Criteria for assessment

Audio content:

- Audience engagement (how does it pull audience in and connect with audience)
- Complexity of information and portrayals (interplay between content/research and form/ audio medium)
- Craft and artistry (use of sound, mix of sound, scripting, pacing)
- Technical quality
- Individual and team contribution
- Suitability to the theme

(Some of these criteria are taken from RadioDoc Review: http://ro.uow.edu.au/rdr/policies.html)

Reflection:

- the ability to critically engage with one's own work (i.e. Identify strengths and areas for improvement. Consider specific strategies for improvement and further developing strengths.);
- applying theory to practice;
- clear and concise writing style;
- accuracy of in- and end-text referencing.

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3. Live Show presentation

Due: **Week 14**
Weighting: **30%**

Students will co-produce a themed, three hour live radio show to be broadcast on 2SER in week 14. The show will include a Q&A forum in the second hour (reminiscent of the television panel discussion programme Q&A, broadcast on ABC television and hosted by journalist Tony Jones).

Your mark is based on your individual performance in your role for the live production. Documentation supporting your contribution to the class/team broadcast will be required. You will need to regularly update others of progress in your role, either using iLearn, email or other kinds of electronic communication. Best practice is to keep a journal updating it with regular comments and reflections on your role and content produced for the show, and showing deadlines. This 'production diary' – making final comments on the success of your program and some of the key things you have learnt – should be kept from Week 7 and be submitted to your Tutor as supporting evidence of your participation. The diary may include scanned hand-written notes, cut and pasted typed text and photos from digital documents and sources, and be presented in a digital Visual Diary/journal format. (Check with tutor for any variations to this.)

Submit your production diary, via Turnitin, by the Friday week 14, June 15.

A further note on Roles: The necessary roles will be assessed and assigned in class and allocated on or before Week 5. You will be elected to a role or will have the chance to volunteer for a specific task.

*The theme for the live broadcast will be negotiated in class and needs to be agreed by your tutor.

Criteria for assessment

- Perform independently and collaboratively in production processes to produce audio and/or online content to a high standard;

- Develop and perform professional work practices in areas such as time-keeping, meeting deadlines, professional etiquette, personal organisation and care of equipment;

- Respond effectively and efficiently to a high pressure working environment;

- Reflect-in-action and reflect-on-action to reveal new insights about your own practice;

- Work effectively in a team environment (completing required tasks on time and doing a

fair share of the work overall).

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Delivery and Resources

This Unit is structured using lectures, tutorial/radio lab/studio workshops and discussion sessions.

Please note the **lectures begin in week 1** while **tutorials begin in week 2**.

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

* in library and Co Op book shop

*Abel, Jessica; foreword by Ira Glass. Out on the wire: the storytelling secrets of the new masters of radio, New York, 2015.

*Ahern, Steve. Making Radio. Allen and Unwin.

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: 2011

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

Emm, Adèle. Researching for the media: television, radio and journalism, London; New York 2014. Online resource.

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

*Lingren, Mia, and Philips,Gail. Australian Broadcast Journalism. 3rd Ed. South Melbourne, 2013.

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

Bonini, Tiziano; Monclus, Belen. Eds. Radio audiences and participation in the age of network society, New York, NY, 2015

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/ 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 Doublej: http://doublej.net.au

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

ABC Earshot (main features and documentaries shows from 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

All The Best: storytelling features on fbi made by volunteers and students: http://allthebestradio.com

fbi (community radio station Sydney) http://fbiradio.com

2GB: AM talkback news station Sydney : 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/

Radiotopia: USA site for cutting edge and creative audio storytelling: podcasts: https://www.radiotopia.fm

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

Remember that you can also access the **Lynda online training videos** via the library: **http://libguides.mq.edu.au/lynda**

Lynda offers a range of software, creative, and business training including courses on ProTools, AudioSuite plugins, mixing and audio theory.

Learning and Teaching Activities

ProTools and Talkback training

The new ProTools Version audio software will be part of this unit's instruction and use. Instruction by fully accredited (Avid trained ProTools) instructor, Peter Ring. Basic ProTools training however is assumed from MAS206 or MAS207.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4*

December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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/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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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 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/audio industry or broadcast media content.

Assessment tasks

- 1. Review Programme

- 2. Audio feature

- 3. Live Show presentation

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:

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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

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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:

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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:

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- 2. Audio feature

- 3. Live Show presentation

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

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

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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.

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/audio industry or broadcast media content.

Assessment tasks

- 1. Review Programme
- 2. Audio feature
- 3. Live Show presentation

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. Review Programme
- 2. Audio feature
- 3. Live Show presentation

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

- 2. Audio feature