



Australian Government

Department of Education, Employment and Workplace Relations

CUFAIR201A Develop techniques for presenting information on radio

Revision Number: 1

CUFAIR201A Develop techniques for presenting information on radio

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to communicate effectively on air.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit concentrates on the development of vocal delivery techniques in an off-air environment prior to recording scripted material for broadcast or presenting program segments live to air under the direct supervision of an experienced broadcaster.</p> <p>Volunteers at community radio stations would typically apply the skills and knowledge described in this unit. Since almost all broadcasters operate the studio panel, combined delivery of this unit with:</p> <ul style="list-style-type: none">• CUSSOU202A Mix sound in a broadcasting environment <p>is recommended.</p> <p>More complex skills associated with the presentation of live-to-air programs while operating a studio panel are covered in:</p> <ul style="list-style-type: none">• CUFAIR301A Present radio programs.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Identify the elements of effective on-air presentation	<ol style="list-style-type: none"> 1. Listen to a range of radio programs and identify <i>factors</i> that might attract or alienate listeners 2. Discuss ideas about effective <i>presentation styles</i> with colleagues and/or mentors 3. Identify factors that foster a positive relationship between presenter and listeners
Develop techniques for reading scripted material	<ol style="list-style-type: none"> 4. Use full vocal range and vary the pace of delivery as an aid in reading <i>scripted material</i> in a natural way 5. Use loudness and softness as an aid in communicating a message 6. Break sentences into logical chunks based on content as a way of emphasising key information 7. Check and use the <i>correct pronunciation of words</i>
Develop techniques for communicating effectively with listeners	<ol style="list-style-type: none"> 8. Speak to listeners in a conversational, one-on-one manner 9. Use own personality to create rapport with, and respect of, listeners 10. Practise moving naturally between short <i>improvised pieces</i> and scripted material 11. Imagine yourself as a listener and present information in a way that would draw you into the message being conveyed 12. In consultation with <i>relevant personnel</i>, experiment with microphone placement to determine the optimum position for achieving correct audio levels
Contribute to on-air programs	<ol style="list-style-type: none"> 13. Rehearse scripted material to be presented live or pre-recorded 14. With the assistance of relevant personnel, record scripted material according to production requirements 15. Evaluate own performance and seek feedback from colleagues to identify areas for improvement 16. Record material again as required 17. Deliver finished recording to relevant personnel according to station operating procedures 18. Present agreed program segments live to air in conjunction with experienced broadcasters

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills sufficient to form opinions about and discuss on-air presentation styles
- learning skills sufficient to receive and act on feedback about own performance
- teamwork skills in the context of working collaboratively under the supervision of other broadcasters
- technical skills sufficient to operate basic audio recording equipment to record practice sessions for the purpose of self-evaluation
- literacy skills sufficient to interpret and read aloud short scripted material

Required knowledge

- basic understanding of:
 - roles and responsibilities of personnel in the radio industry
 - industry terminology
- basic understanding of how listeners use and listen to radio
- occupational health issues as they relate to vocal care
- basic understanding of the characteristics of commonly used studio microphones

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to read scripted information in a natural way • understanding of the relationship between presenter and listeners • collaborative approach to work.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to a range of scripted material • access to basic audio recording equipment • access to audio playback equipment to enable evaluation of recorded scripts by candidate • access to appropriate learning and assessment support when required • use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance • observation of the candidate recording or presenting program segments • written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit • evaluation of recorded programs to determine candidate's ability to read information in a natural way • third-party reports tracking candidate's progress on developing presentation techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

EVIDENCE GUIDE

for example:

- CUSSOU202A Mix sound in a broadcasting environment.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Factors</i> may include:	<ul style="list-style-type: none"> • presenter's: <ul style="list-style-type: none"> • personality • attitude to listeners • voice/manner of speaking • knowledge of subject matter • level of interest in subject matter • attitude to interviewees and/or other presenters • presentation style • program content • technical quality.
<i>Presentation styles</i> may include:	<ul style="list-style-type: none"> • comic • conversational/casual • dramatic • serious.
<i>Scripted material</i> may include:	<ul style="list-style-type: none"> • community announcements • intros and outros • narration • program promos • traffic reports • voice-overs • weather reports.
<i>Correct pronunciation of words</i> may include:	<ul style="list-style-type: none"> • names of countries • names of people • names of places • words in languages other than English.
<i>Improvised pieces</i> may include:	<ul style="list-style-type: none"> • personal opinions • time calls.
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> • broadcasters/presenters • copy editor • program producer

RANGE STATEMENT

	<ul style="list-style-type: none">• sponsorship manager• station manager• volunteers coordinator.
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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Media and entertainment production - on-air presentation
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Co-requisite units

Co-requisite units		