



Australian Government

Department of Education, Employment and Workplace Relations

CUFAIR302A Develop techniques for presenting information to camera

Revision Number: 1

CUFAIR302A Develop techniques for presenting information to camera

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to communicate effectively when presenting to camera.</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>Trainee presenters at television stations and volunteer presenters in community television apply the vocal and personal presentation techniques described in this unit. This work is usually performed under the direct supervision of a producer and in close collaboration with technical crew.</p> <p>These techniques are further developed in the following units:</p> <ul style="list-style-type: none">• CUFAIR401A Conduct interviews• CUFAIR501A Explore issues on air.
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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 television presentation	<ol style="list-style-type: none"> 1. Watch a range of television programs and identify <i>factors</i> that might attract or alienate viewers 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 viewers
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 on camera	<ol style="list-style-type: none"> 8. Look viewers directly in the eye through the lens of the camera 9. Use own personality to create rapport with, and respect of, viewers 10. Maintain a natural, steady eye-line while reading from an autocue 11. Minimise body movements to avoid creating visual distractions 12. Dress in a manner appropriate to the program, avoiding clothes that might create a visual distraction 13. Imagine yourself as a viewer and present information in a way that would draw you into the message being conveyed 14. Recover presentation errors and respond to equipment malfunction with minimum disruption to program flow
Record scripted material for broadcast	<ol style="list-style-type: none"> 15. Rehearse piece to camera with <i>production personnel</i> to check that sound and vision quality meets production requirements 16. Record scripted material according to production requirements 17. Record material again if required, incorporating feedback on performance from production personnel 18. Evaluate own performance to identify areas for improvement

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 television presentation styles
 - project confidence while presenting to camera
- initiative and self-management skills sufficient to maintain on-air persona in the event of equipment malfunction
- willingness to receive and act on feedback about own performance
- technical skills sufficient to read from an autocue
- literacy skills sufficient to interpret and read aloud short scripted material

Required knowledge

- basic principles of effective on-camera presentation
- basic understanding of roles and responsibilities of television production personnel
- industry terminology
- OHS issues as they relate to vocal care and working in a television studio environment

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

Evidence of the following is essential:

- ability to read scripted information in a natural way
- effective on-camera presentation style
- collaborative approach to work.

Context of and specific resources for assessment

Assessment must ensure:

- access to video recording equipment
- access to video playback equipment to enable evaluation of recorded scripts by candidate and others
- 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

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance
- observation of the candidate presenting to camera
- written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit
- evaluation of recorded scripts 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, for example:

- CUFPPM301A Plan and prepare programs.

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 viewers • 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"> • intros and outros • narration • 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>Production personnel</i> may include:	<ul style="list-style-type: none"> • assistant editor • camera, sound, lighting crew • director • editor • floor manager • producer.

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		