



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CUFAIR402A Present a wide range of radio material**

**Revision Number: 1**

## CUFAIR402A Present a wide range of radio material

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to present a wide range of radio material while managing audio outputs in a complex studio environment.</p> <p>This unit builds on the skills developed in:</p> <ul style="list-style-type: none"><li>• CUFAIR201A Develop techniques for presenting information on radio</li><li>• CUFAIR301A Present radio programs.</li></ul> <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

<b>Application of the unit</b>	<p>Radio presenters responsible for programs that contain a wide range of material apply the skills and knowledge outlined in this unit. Programs can be presented live to air or pre-recorded. Presenters use a range of presentation techniques and display a solid understanding of audience behaviour and expectations.</p> <p>Even though presenters responsible for programs that contain a wide range of material generally operate with a fair degree of autonomy, they are members of a production team and are expected to contribute to overall program planning and production.</p> <p>More complex skills associated with moderating on-air discussion forums are covered in:</p> <ul style="list-style-type: none"> <li>• CUFAIR501A Explore issues on air.</li> </ul>
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## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>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.</p>
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Expand repertoire of on-air presentation techniques	<ol style="list-style-type: none"> <li>1. Develop <i>techniques for ad-libbing</i> to vary the content, audience appeal and pace of programs</li> <li>2. Record and evaluate practice sessions to improve techniques for moving smoothly from one program item to the next</li> <li>3. Develop a repertoire of ways to present <i>material of a repetitious or regular nature</i></li> <li>4. Use a range of different <i>perspectives</i> to introduce and discuss music items</li> <li>5. Record and evaluate practice sessions to develop skills in presenting <i>voice reports</i> and in conducting talkback sessions</li> </ol>
Prepare for live broadcasts or recording sessions	<ol style="list-style-type: none"> <li>6. Assemble <i>presentation material</i> prior to commencement of sessions</li> <li>7. Ensure that presentation material complies with <i>broadcasting laws and regulations</i></li> <li>8. Exercise voice in preparation for sessions</li> <li>9. Check that the <i>equipment</i> is fully operational and refer faults or problems to the <i>relevant personnel</i></li> </ol>
Present a range of material	<ol style="list-style-type: none"> <li>10. Apply a range of presentation techniques to ensure a natural flow of material throughout sessions</li> <li>11. Forward promote <i>segments</i> in a way that encourages people to stay listening</li> <li>12. Recover presentation errors and respond to equipment malfunction with minimum disruption to program flow</li> <li>13. Conduct talkback sessions in close collaboration with relevant personnel</li> <li>14. Present live voice reports from the field in a way that shares the experience with listeners and captures their imagination</li> <li>15. Respond to studio direction according to station procedures</li> </ol>
Mix audio inputs	<ol style="list-style-type: none"> <li>16. Mix <i>audio inputs</i> through the studio panel to produce required level and tonal balances</li> <li>17. Prevent extraneous sounds not intended for broadcast from going to air</li> <li>18. Cue and play presentation material according to program running sheets</li> <li>19. Deal with equipment operational problems promptly and</li> </ol>

ELEMENT	PERFORMANCE CRITERIA
	<p>effectively throughout on-air sessions</p> <p>20. Brief and cue studio guests as required</p> <p>21. Operate talkback facility, taking into account the effect of the delay system</p> <p>22. Cross to <i>live feeds</i>, ensuring a smooth, accurately timed transition between presentation material leading up to crosses and live feeds</p>
Wrap up sessions	<p>23. Time presentation material to allow smooth transition to the following program in consultation with the next presenter</p> <p>24. Save relevant material for archiving and future use according to station procedures</p> <p>25. Complete relevant <i>documentation</i> according to station procedures</p> <p>26. Reflect on own performance and seek feedback from colleagues to identify areas for improvement</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication and teamwork skills sufficient to:
  - moderate talkback sessions
  - present material on air in a creative way aimed at attracting and retaining listeners
  - maintain flow of on-air presentation while absorbing cues coming through headphones or from information on computer screens
  - work collaboratively as a member of a production team
- willingness to receive and act on feedback about own performance
- learning skills in the context of improving own presentation techniques through experimentation and practice
- technical skills sufficient to:
  - operate a studio panel with a wide range of inputs
  - record material in a production studio, telephone recording booth or on location with portable recording equipment
  - send material recorded on location to the studio for broadcast
- aural discrimination skills sufficient to ensure that audio levels are consistent throughout the program
- literacy skills sufficient to read scripted material and to complete workplace documentation
- self-management skills sufficient to work under pressure and meet deadlines

#### Required knowledge

- industry knowledge, including:
  - roles and responsibilities of production team members
  - broadcast language and terminology
  - issues and challenges that arise in the context of presenting radio programs
- effective communication techniques, including listening, questioning and non-verbal communication
- understanding of how listeners use and listen to radio, including the principles behind building and maintaining audiences
- understanding of relevant legislation and broadcasting codes of practice sufficient to identify and seek expert advice on issues that could lead to legal action
- techniques for:
  - recording audio in variable weather conditions
  - minimising the effect of background location noise while recording audio
- characteristics of commonly used microphones and audio recording equipment

<b>REQUIRED SKILLS AND KNOWLEDGE</b>
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| <ul style="list-style-type: none"><li>• OHS requirements as they relate to vocal care, recording audio material on location and the operations of a radio station</li></ul> |
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## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• ability to integrate a number of different tasks simultaneously</li> <li>• a repertoire of effective on-air presentation techniques</li> <li>• understanding of the consequences of breaching laws and regulations that apply to broadcasting</li> <li>• ability to manage a full range of audio outputs while presenting on-air</li> <li>• collaborative approach to work.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to a radio studio with a reasonable range of equipment as listed in the range statement</li> <li>• access to audio recording equipment</li> <li>• access to audio playback equipment to enable evaluation of recorded programs</li> <li>• access to current information about, and personnel able to advise on, laws and regulations that apply to broadcasting</li> <li>• access to appropriate learning and assessment support when required</li> <li>• use of culturally appropriate processes and techniques appropriate to the language and literacy capacity of learners and the work being performed.</li> </ul>
<b>Method of assessment</b>	<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"> <li>• direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance</li> <li>• evaluation of recordings of programs presented by the candidate to assess candidate's ability to present a wide range of radio material</li> <li>• observation of the candidate presenting programs that</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<p>contain a wide range of material</p> <ul style="list-style-type: none"> <li>written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit and to discuss candidate's approach to preparing programs that contain a wide range of material.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>CUFAIR401A Conduct interviews</li> <li>CUFRES401A Conduct research</li> <li>CUFWRT301A Write content for a range of media</li> <li>CUFWRT403A Write narration and current affairs material.</li> </ul>

## 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.

<p><b><i>Techniques for ad-libbing</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• creating word pictures to help listeners visualise a scene/experience</li> <li>• drawing listeners into a story</li> <li>• grabbing listeners' attention at the beginning of a story/anecdote and building to a punch line</li> <li>• having a succinct and clear message</li> <li>• making appropriate use of rhetoric</li> <li>• using concrete language that appeals to the senses.</li> </ul>
<p><b><i>Material of a repetitious or regular nature</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• announcing a cross to news or live field reports</li> <li>• station IDs</li> <li>• time calls</li> <li>• traffic reports</li> <li>• weather reports.</li> </ul>
<p><b><i>Perspectives</i></b> may include reference to:</p>	<ul style="list-style-type: none"> <li>• events linked to music</li> <li>• impact on musical trends</li> <li>• melody or voice</li> <li>• stories about the artists</li> <li>• where and how music was recorded.</li> </ul>
<p><b><i>Voice reports</i></b> may come from:</p>	<ul style="list-style-type: none"> <li>• courts</li> <li>• parliament</li> <li>• press conferences</li> <li>• scene of a demonstration</li> <li>• scene of a tragedy</li> <li>• shows, parades</li> <li>• sporting events.</li> </ul>
<p><b><i>Presentation material</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• music</li> <li>• pre-recorded material</li> <li>• scripted material.</li> </ul>
<p><b><i>Broadcasting laws and regulations</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• broadcasting codes of practice</li> <li>• contempt of court and parliament</li> <li>• copyright</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• defamation</li> <li>• obscenity</li> <li>• privacy legislation</li> <li>• racial vilification.</li> </ul>
<i>Equipment</i> may include:	<ul style="list-style-type: none"> <li>• field, e.g.: <ul style="list-style-type: none"> <li>• portable audio recorders</li> <li>• microphone and microphone stand</li> <li>• pop shields</li> <li>• mobile phones</li> <li>• cables and leads</li> <li>• batteries and battery charger</li> </ul> </li> <li>• studio, e.g.: <ul style="list-style-type: none"> <li>• microphones</li> <li>• audio playback equipment</li> <li>• headphones</li> <li>• turntables</li> <li>• computer technology and associated software</li> <li>• CD players</li> <li>• studio panel</li> <li>• telephone talkback unit</li> <li>• off-air monitors.</li> </ul> </li> </ul>
<i>Relevant personnel</i> may include:	<ul style="list-style-type: none"> <li>• producers</li> <li>• reporters</li> <li>• station managers</li> <li>• technical staff</li> <li>• volunteers.</li> </ul>
<i>Segments</i> may include:	<ul style="list-style-type: none"> <li>• competitions</li> <li>• giveaways</li> <li>• interviews</li> <li>• news</li> <li>• program highlights</li> <li>• special guests.</li> </ul>
<i>Audio inputs</i> may include:	<ul style="list-style-type: none"> <li>• digital audio players (e.g. iPod, MP3)</li> <li>• live feeds</li> <li>• live voice in studio</li> <li>• music</li> <li>• pre-recorded material</li> <li>• voice through talkback facility.</li> </ul>

<b>RANGE STATEMENT</b>	
<i>Live feeds</i> may include feeds from:	<ul style="list-style-type: none"> <li>• network</li> <li>• outside broadcast</li> <li>• satellite.</li> </ul>
<i>Documentation</i> may include:	<ul style="list-style-type: none"> <li>• APRA (Australasian Performing Rights Association) log</li> <li>• cue sheets (intro and outro cues, duration)</li> <li>• equipment fault reports</li> <li>• production schedules</li> <li>• release forms.</li> </ul>

### Unit Sector(s)

<b>Unit sector</b>	
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### Competency field

<b>Competency field</b>	Media and entertainment production - on-air presentation
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### Co-requisite units

<b>Co-requisite units</b>	