



Australian Government

Department of Education, Employment and Workplace Relations

CUFPPM301A Plan and prepare programs

Revision Number: 1

CUFPPM301A Plan and prepare programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan and prepare material for television or radio programs.</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>Production assistants employed by television or radio networks apply the skills and knowledge described in this unit. They could be working on daily or weekly programs where the target audience and program style have already been defined. Programs could be pre-recorded or live.</p> <p>Even though a producer or director typically supervises program preparation, production assistants are expected to work autonomously within clear guidelines.</p> <p>At community stations, program presenters usually prepare and present their own material.</p> <p>Skills associated with recording and editing routine audio material for radio are covered in:</p> <ul style="list-style-type: none">• CUF302A Compile audio material for broadcast.
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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
Plan program content	<ol style="list-style-type: none"> 1. Identify <i>items</i> to include in programs in line with <i>program profile</i> and in consultation with team members 2. Focus on perspective of audience when deciding on <i>format</i> of program content 3. Identify <i>information sources</i> for program content 4. Set deadlines for preparation of material in consultation with team members 5. Identify back-up items to cover unforeseen shortfalls in content 6. Identify material that could result in a breach of <i>laws or regulations</i> and resolve issues in consultation with <i>relevant personnel</i> 7. Book production facilities and equipment required to prepare program content
Assemble program items	<ol style="list-style-type: none"> 8. Write draft <i>content</i> as required observing the <i>conventions of writing broadcast copy</i> 9. Seek feedback on draft copy from relevant personnel and revise accordingly 10. Determine a sequence for program items with the aim of maximising audience attention span 11. Use running sheets to document timing of all items within the total time allocated to programs 12. Collect items from other team members as required 13. Submit all <i>presentation material</i> and completed <i>documentation</i> to relevant personnel by agreed deadlines
Contribute to evaluation of programs	<ol style="list-style-type: none"> 14. Participate in debriefing sessions about the effectiveness of programs 15. Note areas for improvement in own area of responsibility and take action accordingly 16. Note ideas for future program content and follow up as required

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:
 - clarify program content requirements
 - work as a member of a production team - both independently and under direction
 - use information networks
- organisational and self-management skills sufficient to prepare program content within tight timeframes
- aural and visual discrimination skills sufficient to determine whether technical quality of material is acceptable for broadcast
- literacy skills sufficient to write routine presentation material
- numeracy skills sufficient to fit all content items into allocated program time

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of production team members
 - industry terminology
 - issues and challenges that arise in writing content
- typical structures for on-air presentation, e.g. continuity, light and shade, pace, content to match time of day, and duration of segments
- basic understanding of common law and broadcasting codes of practice sufficient to identify issues that could lead to legal action
- OHS standards as they relate to working in a broadcasting 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	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • efficient preparation of program content within given parameters on a regular basis • collaborative approach to work • ability to work under pressure and to meet deadlines.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to production situations that require the preparation of program content • access to current information about, and persons able to advise on, laws and regulations that apply to broadcasting • 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 • evaluation of program outlines and running sheets prepared by the candidate in response to a range of briefs • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit.
Guidance information for assessment	<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"> • CUFRES201A Collect and organise content for broadcast or publication

EVIDENCE GUIDE

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| | <ul style="list-style-type: none">• CUFSOU302A Compile audio material for broadcast• CUFWRT301A Write content for a range of media. |
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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>Items</i> may include:	<ul style="list-style-type: none"> • archival material • comedy segments • commercials • community announcements • drama segments • front and back announcements • interviews • live crosses • music • news • sponsorship announcements • sports programs • telephone calls • traffic reports • weather reports.
Elements of a <i>program profile</i> may include:	<ul style="list-style-type: none"> • duration • style of program • target audience • time of broadcast.
Aspects to consider in relation to <i>format</i> may include:	<ul style="list-style-type: none"> • level of language used to present information • mix of content in terms of: <ul style="list-style-type: none"> • story angles • emotional appeal of content • objective or subjective presentation of information • opinions aired by presenters, guests and interviewees • music • talk • personalities • forward promotion of items • packaging of information, e.g. in manageable

RANGE STATEMENT	
	<ul style="list-style-type: none"> 'chunks'. tone of presentation.
Information sources may include:	<ul style="list-style-type: none"> broadcast news and current affairs colleagues community organisations government departments industry professional associations internet literature manufacturers people involved in events personal observations and experience print media reference material in libraries, museums and galleries.
Laws or regulations may include:	<ul style="list-style-type: none"> broadcasting codes of practice contempt of court copyright defamation obscenity privacy legislation racial vilification.
Relevant personnel may include:	<ul style="list-style-type: none"> broadcasters directors editorial staff legal advisers producers production managers program managers reporters station managers supervisors technical staff volunteers' coordinators writers.
Content to be written may include:	<ul style="list-style-type: none"> basic interview questions copy to forward promote items intros and outros links.

RANGE STATEMENT	
<i>Conventions of writing broadcast copy</i> may include:	<ul style="list-style-type: none"> • active voice • brevity • conversational style: <ul style="list-style-type: none"> • use of first and second person • contracted verb forms, e.g. didn't, you've, etc. • repetition or summary of key message • short sentences • visual writing.
<i>Presentation material</i> may include:	<ul style="list-style-type: none"> • giveaways • music CDs • recorded material • scripted items.
<i>Documentation</i> may include:	<ul style="list-style-type: none"> • Australasian Performing Rights Association (APRA) log sheets • cue sheets, including intro and outro cues, and duration • release forms • running sheets.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Media and entertainment production - production planning and management
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Co-requisite units

Co-requisite units	

Co-requisite units		