



Australian Government

Department of Education, Employment and Workplace Relations

CUFPPM501A Develop and monitor program schedules

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to create program schedules for television and radio broadcasters.</p> <p>It requires the application of skills associated with planning, implementing and monitoring viable program schedules for radio and television.</p> <p>In this context, a programmer or scheduler liaises closely with program buyers and suppliers. A sound knowledge of program inventories is required, as well as a thorough understanding of demographics and audience flows and behaviours.</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>Programmers generally report to senior station managers, including program directors such as directors of television or radio.</p> <p>Requirements may vary according to whether a commercial, public or community broadcaster is involved, but the process outlined in this unit is common to all three sectors.</p> <p>Skills associated with conducting market research are covered in:</p> <ul style="list-style-type: none"> • CUFRES401A Conduct research.
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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

<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
Assess market requirements	<ol style="list-style-type: none"> 1. Analyse audience research and statistics to assess current performance of station's program schedule 2. Identify target audience requirements, markets and demographic parameters as the basis for program scheduling 3. Liaise with relevant personnel to determine direction and nature of programs required to meet broadcaster's policies and objectives 4. Document appropriate market research and consumer patterns in viewing or listening as required
Assess current program schedule	<ol style="list-style-type: none"> 5. Assess current program inventory and types and suggest additions or variations to it in order to meet broadcaster's policies and objectives more effectively 6. Assess performance indicators of current scheduling to determine strategies to increase or consolidate audience shares 7. Evaluate market segments already catered for in the current schedule and identify market segments that may require additional or new programming 8. Assess program schedule in terms of revenue performance and return on investment where applicable, according to station policies and objectives 9. Consider strategies for scheduling programs across a range of distribution and transmission channels
Plan program schedules	<ol style="list-style-type: none"> 10. Devise program schedules that achieve desired audience shares in line with station requirements, policies and codes of practice 11. Ensure program schedules maximise audience flows and audience demographic targets 12. Consider program scheduling decisions in terms of audience appeal, interest and variety 13. Ensure programs have appropriate weighting according to required impact and response 14. Obtain sign-off on implementing proposed schedules as required
Monitor program schedules	<ol style="list-style-type: none"> 15. Monitor, evaluate and assess program schedules on a continuing basis to ensure they continue to meet audience targets 16. Modify program schedules as required in consultation with relevant personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- well-developed analytical and literacy skills sufficient to:
 - interpret market research data and findings
 - assess the implications of ratings information
 - evaluate the effectiveness of programs
- communication and teamwork skills sufficient to:
 - deliver clear briefings and presentations on scheduling issues
 - liaise with a wide range of production and management staff
 - compile written and verbal reports, with particular emphasis on audience and program analysis
- initiative and enterprise sufficient to:
 - generate a range of scheduling options to meet audience and station needs
 - contribute to the development of long-term strategic goals for the organisation
- technical skills sufficient to operate industry-standard scheduling software
- visual and aural discrimination skills sufficient to determine an appropriate mix and sequencing for programs
- numeracy skills sufficient to interpret budgets and cost estimates

Required knowledge

- industry knowledge, including:
 - audience markets and their characteristics
 - technological developments in relation to the distribution of content
 - ratings
 - ways of structuring program schedules
 - program classification and content standards
- OHS standards as they relate to working for periods of time on computers

Evidence Guide

EVIDENCE GUIDE	
<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>	
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"> • development of at least two program schedules that meet the needs of a television or radio station • well-developed communication and organisational skills • ability to analyse and draw conclusions from a range of research materials • collaborative approach to work.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant program inventories or to ratings and market research • availability of a range of audience profiles as targets for program schedules • 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 schedules developed by the candidate, including discussion with candidate about the process followed to develop and monitor the schedules • 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>

EVIDENCE GUIDE

- CUFPPM402A Manage radio playlists
- CUFRES401A Conduct research.

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><i>Program schedules</i> may include:</p>	<ul style="list-style-type: none"> • commercial advertising • community announcements • competitions • front and back sells • general programs • liners • music • news and weather breaks • station identification • station imaging and branding • trailers.
<p><i>Target audience requirements</i> may include:</p>	<ul style="list-style-type: none"> • attraction • full coverage • key points • understanding.
<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • agencies • archives • copyright agencies • departmental heads • marketing staff • presenters • program acquisitions' staff • ratings personnel • researchers • specialist program makers • station managers • transmission staff.
<p><i>Policies and objectives</i> may include:</p>	<ul style="list-style-type: none"> • broadcast codes of practice • broadcast standards • ethical standards • indigenous law and protocols • station policies.

RANGE STATEMENT	
<p><i>Program inventory and types</i> may include:</p>	<ul style="list-style-type: none"> • advertisements/commercials • arts and review • comedy • cooking shows • documentary • drama • education • forum or panel • game shows • interviews • lifestyle • live • music • news and current affair • political satire • religion • sport • talkback • youth, children and adult.
<p><i>Performance indicators</i> may include:</p>	<ul style="list-style-type: none"> • audience demographics • audience feedback • focus groups • market research • presenter profiles • press coverage • ratings • revenue figures.
<p><i>Distribution and transmission channels</i> may include:</p>	<ul style="list-style-type: none"> • AM or FM transmission • broadband • closed circuit television • fixed line or point to point • interactive media • microwave links • mobile telephones • personal digital assistants (PDAs) • podcasts • satellite.

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		