



Australian Government

CUAPPM302 Plan and prepare program content

Release: 1

CUAPPM302 Plan and prepare program content

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to plan and prepare content for a range of broadcast media programs.

It applies to individuals who work on daily or weekly pre-recorded or live media programs where the target audience and program style have already been defined. They work autonomously within clear guidelines, typically with a producer or director supervising program preparation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Media and Entertainment Production – Production Planning and Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Plan content	1.1 Consult with relevant personnel to identify potential items that suit program profile 1.2 Establish deadlines for preparation of material in consultation with relevant personnel 1.3 Identify sources of information for agreed program content 1.4 Set deadlines for preparation of material in consultation with relevant personnel 1.5 Identify back-up items to cover unforeseen shortfalls in content 1.6 Identify material that could result in a breach of laws or regulations and resolve issues within scope of own role and in

ELEMENT	PERFORMANCE CRITERIA
	consultation with relevant personnel 1.7 Book production facilities and equipment required to prepare program content
2. Collate content for program	2.1 Write draft content as required observing conventions of writing broadcast copy 2.2 Seek feedback on draft copy from relevant personnel and revise accordingly 2.3 Collect items from other team members as required 2.4 Determine sequence for program items to maximise audience attention 2.5 Prepare running sheets and document timing of all items within time allocated to program 2.6 Submit presentation material and completed documentation to relevant personnel by agreed deadlines
3. Contribute to post-program evaluation	3.1 Participate in post-program debriefing session about content and program effectiveness 3.2 Note areas for improvement in own area of responsibility and take action accordingly 3.3 Note ideas for future program content and follow up as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.2	Uses evaluation to identify possible strategies to improve own work performance
Reading	1.3, 1.6	- Reads information of relevance in documentation to determine and plan program content - Interprets sometimes complex laws and regulations
Writing	2.1, 2.2 2.5	- Uses clear, specific language and industry-related terminology to update program running sheets - Legibly produces simple copy for program, recording key information using the style, format and writing

		conventions relevant to requirements
Oral Communication	1.1, 1.2, 1.4, 1.6, 2.2, 3.1	- Clearly expresses ideas, using language appropriate to audience and context - Uses listening and questioning skills to clarify and confirm information
Numeracy	1.7, 2.5	- Uses basic calculations to measure time to meet deadline for content preparation and fit all content into allocated program running sheet - Identifies and sources appropriate facilities and equipment, based on analysis of planned program content
Navigate the world of work	2.1, 2.6, 3.1, 3.3	- Understands own role and responsibilities for tasks and the need to meet deadlines - Follows enterprise practices and required regulations - Participates in evaluation processes and identifies program improvements and potential content opportunities
Interact with others	1.1, 1.2, 1.4, 1.6, 2.2, 3.1	- Works collaboratively with others to establish program outcomes - Follows accepted communication methods and practices to discuss program plans and outcomes and seek feedback
Get the work done	1.3-1.5, 1.7, 2.3-2.6	- Plans and implements routine tasks and workload with assistance from others - Makes routine decisions about program assembly tasks, including program sequence and timing - Manages time to meet established deadlines - Uses aural and visual discrimination skills to select material of technical quality acceptable for broadcast

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAPPM302 Plan and prepare program content	CUFPPM301A Plan and prepare programs	Updated to meet Standards for Training Packages. Title changed. Minor edits to elements and performance criteria.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAPPM302 Plan and prepare program content

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Performance Evidence

Evidence of the ability to:

- consult with colleagues to identify and clarify program content requirements, potential content and preparation deadlines
- prepare or source program content that suits duration, style, target audience and time of program broadcast, within required timeframes
- write broadcast copy in line with program requirements and industry conventions
- work collaboratively and communicate effectively during development, debrief and evaluation sessions using appropriate industry terminology.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss ways to source information and develop, refine and communicate ideas for program content
- identify some of the main issues and challenges of preparing program content
- outline aspects of program format to be considered for a particular program profile
- outline relevant legislation and broadcasting codes of practice that may impact program content
- describe conventions of developing broadcast copy
- outline key documentation associated with program preparation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- situations that require preparation of program content
- information sources for program content, program items, laws and regulations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

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