OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

Cambridge
TECHNICALS
2016

DIGITAL MEDIA

Unit 14 – Radio production
DELIVERY GUIDE

Version 1

CONTENTS

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

A B C English   **123** Maths   Work

> **Please note**
>
> The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.
>
> Assessment guidance can be found within the Unit document available from www.ocr.org.uk.
>
> The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

With the emergence and convergence of technology, the world of radio has undergone significant transformation.

By completing this unit you will understand the structure and organisation of radio broadcasting as well as existing types of radio programmes. You will analyse style, presentation and structure of existing types of radio programmes and will gain practical skills through the planning, recording, and editing of your own original short radio programme for a specific radio station.

Unit 14 Radio production	
LO1	Know how the radio industry operates
LO2	Be able to investigate the technologies for multiplatform radio broadcasting
LO3	Be able to create a plan for an original radio programme to a specific brief
LO4	Be able to produce an original UK radio programme extract

To find out more about this qualification, go to: http://www.ocr.org.uk/qualifications/cambridge-technicals-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite

Cambridge TECHNICALS 2016

2016 Suite

- **New suite for first teaching September 2016**
- **Externally assessed content**
- **Eligible for Key Stage 5 performance points from 2018**
- **Designed to meet the DfE technical guidance**

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Digital Media units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 14)	Title of suggested activity	Other units/LOs	
LO1	Exploring the radio sector	Unit 1 Media products and audiences	LO1 Understand the ownership models of media institutions
	Scheduling content	Unit 1 Media products and audiences	LO1 Understand the ownership models of media institutions
		Unit 19 UK Broadcasting	LO1 Understand the considerations for broadcasting LO2 Be able to apply scheduling considerations to productions for an identified broadcaster
	Why do radio stations have jingles?	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
		Unit 16 The creation and use of sound in media	LO1 Understand how sound elements are used across media industries LO2 Know the techniques and processes used to create sound elements
	Key roles in radio production	Unit 1 Media products and audiences	LO1 Understand the ownership models of media institutions
		Unit 19 UK Broadcasting	LO1 Understand the considerations for broadcasting
		Unit 24 Cross-media industry awareness	LO2 Understand the behaviours, skills and attributes necessary within a chosen media industry
	Investigating audience profiles	Unit 1 Media products and audiences	LO4 Understand the target audiences of media products
	How to sound like a radio presenter	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
		Unit 24 Cross-media industry awareness	LO2 Understand the behaviours, skills and attributes necessary within a chosen media industry
LO2	Inside the radio station	Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
	Collating content	Unit 19 UK Broadcasting	LO1 Understand the considerations for broadcasting.
	Digital organisation	Unit 1 Media products and audiences	LO1 Understand the ownership models of media institutions
		Unit 19 UK Broadcasting	LO1 Understand the considerations for broadcasting LO2 Be able to apply scheduling considerations to productions for an identified broadcaster
	Multiplatforms – analogue to digital Multiplatforms – satellite and internet	Unit 1 Media products and audiences	LO1 Understand the ownership models of media institutions LO2 Understand how media products are advertised and distributed
		Unit 24 Cross-media industry awareness	LO1 Understand the products that are produced within and across media industries
	What is the most popular listening platform?	Unit 1 Media products and audiences	LO1 Understand the ownership models of media institutions
		Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
		Unit 19 UK Broadcasting	LO1 Understand the considerations for broadcasting

This unit (Unit 14)	Title of suggested activity	Other units/LOs	
LO3	Considering the needs of the audience	Unit 1 Media products and audiences	LO4 Understand the target audiences of media products
		Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO2 Be able to interpret client requirements and target audience considerations
		Unit 19 UK Broadcasting	LO2 Be able to apply scheduling considerations to productions for an identified broadcaster
	What does a running order look like?	Unit 1 Media products and audiences	LO1 Understand the ownership models of media institutions
		Unit 16 The creation and use of sound in media	LO3 Be able to plan the production of sound elements for identified media purposes
	What is an audio script?	Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
		Unit 16 The creation and use of sound in media	LO3 Be able to plan the production of sound elements for identified media purposes
	Considering audio assets – adverts	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed
		Unit 2 Pre-Production and planning	LO1 Understand the factors that need to be considered during the planning of a media product
		Unit 19 UK Broadcasting	LO1 Understand the considerations for broadcasting
		Unit 20 Advertising media	LO1 Know how existing advertising campaigns embed advertising across a range of media products
	Budgeting and funding Are there any legal things to look at when broadcasting a radio programme? How not to cause offense when broadcasting a radio programme	Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product
		Unit 19 UK Broadcasting	LO1 Understand the considerations for broadcasting

This unit (Unit 14)	Title of suggested activity	Other units/LOs	
LO4	Researching content	Unit 2 Pre-production and planning	LO3 Be able to plan the pre-production of a media product
		Unit 7 Journalism and the news industry	LO3 Be able to research and plan content for an article
	Preparing to record	Unit 1 Media products and audiences	LO1 Understand the ownership models of media institutions
		Unit 19 UK Broadcasting	LO1 Understand the considerations for broadcasting
		Unit 24 Cross-media industry awareness	LO2 Understand the behaviours, skills and attributes necessary within a chosen media industry
	Sample recording with the studio equipment	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
		Unit 3 Create a media product	LO3 Be able to create production materials for an original media product to a client brief
		Unit 16 The creation and use of sound in media	LO2 Know the techniques and processes used to create sound elements
		Unit 20 Advertising media	LO3 Be able to produce the planned media components
	How is audio edited?	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
		Unit 3 Create a media product	LO3 Be able to create production materials for an original media product to a client brief
		Unit 16 The creation and use of sound in media	LO2 Know the techniques and processes used to create sound elements
		Unit 20 Advertising media	LO3 Be able to produce the planned media components
	Exporting to a suitable file format	Unit 3 Create a media product	LO3 Be able to create production materials for an original media product to a client brief LO4 Be able to carry out post-production techniques and processes for an original media product to a client brief
		Unit 20 Advertising media	LO3 Be able to produce the planned media components
	Broadcasting online	Unit 19 UK Broadcasting	LO1 Understand the considerations for broadcasting

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Analogue	A method of recording, whereby sound wave vibrations are recorded as a continuous signal onto mediums such as magnetic tape, or vinyl records. See Digital.
Audio assets	This is a collection of audio files, which may consist of songs, jingles, idents, interviews etc.
Digital	Digital recording converts the analogue sound wave into digital numbers, which are recorded rather than the sound wave. To playback, the digital data needs to be converted back to an analogue sound wave. See Analogue.
Digital cartwall	A pre-loaded software system, which contains all audio assets required from a playlist.
Digital mastering	This is the final stage of the production process, when a final mix will be produced, after equalisation (EQ), pitch correction, quantizing and other audio mastering techniques are carried out.
Dramatisations	In the context of this unit – a dramatisation programme refers to a drama broadcast on a radio station. This could be *The Archers*, which is broadcast on Radio 4 and is a soap opera.
Equalisation (EQ)	This is where the track(s) will be balanced to make sure elements are clear and at the right frequencies, and is part of the mastering process.
Lifestyle	In the context of this unit – a lifestyle programme refers to programmes which focus on the hobbies or interests of the audience. This could be Radio 4's *Gardeners' Question Time* or Radio 5 Live's *Kermode and Mayo's Film Review* programme.
Live recording	This is radio programming whereby audiences are able to listen to live performances such as sport and music. This could be a live football match broadcast on Radio 5 Live or the Radio 1 *Live Lounge* programme. Quite often, community radio stations will broadcast live from a local event.
Pitch correction	This is where the intonation of the track(s) is checked for the correct pitch, which may be made higher or lower, and is part of the mastering process.
Pre-recorded programming	Pre-recorded programming is as it says; an element will be recorded and edited before broadcast.
Quantizing	This process makes sure that all sounds are even, and is part of the mastering process.
RAJAR	Radio Joint Audience Research. This is the organisation which collects and audits audience listening figures, to look for increased or decreased listening. This in turn, gives the schedulers important information as to the success or failure of a radio programme.
Scheduling	This is where the appropriate time for broadcast is considered. There are different predefined slots, such as breakfast, daytime, drive time and the evening slot.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
There could be a misconception over regional and community radio stations	Learners should be made aware that regional broadcasts are linked to the local region, e.g. BBC Radio Suffolk or BBC Radio Norfolk, and are recognised nationally. BBC Radio Suffolk would cover Ipswich and other surrounding towns in and around the county. A community radio station broadcasts locally, and may be within a hospital or similar organisation. However, there may be a local commercial radio station which broadcasts, such as Town 102FM in Ipswich. Ipswich also has a community radio station called Ipswich Community Radio.	https://en.wikipedia.org/wiki/Community_radio Summary of what community radio is. http://www.bbc.co.uk/radiosuffolk Regional broadcast station. http://www.town102.com/ Local commercial station. http://icrfm.co.uk/ Local community station.
Radio programmes in the context of this unit are talk and music style programmes, but do not include dramatisations	Dramatisations include radio theatre, which depend on dialogue, music and sound effects to help the audience understand and visualise what is happening. If learners choose to focus on a dramatisation, they would need to be able to analyse how sound and atmospheric effects create meaning to the audience. BBC Radio 4 is the usual station to find dramatisations. A good case study would be the 1938 broadcast of *The War of the Worlds* by Orson Welles to show how meaning can be created by the use of dialogue and sound effects, and that by the audience missing the introduction, they thought an invasion by Martians was taking place.	http://www.bbc.co.uk/radio/programmes/genres/drama/player BBC Radio dramatisations. https://www.youtube.com/watch?v=Xs0K4ApWl4g Dramatisation broadcast of *The War of the Worlds* (1938).

SUGGESTED ACTIVITIES

LO No:	1
LO Title:	**Know how the radio industry operates**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Exploring the radio sector	Learners should have the opportunity to explore radio stations, delivering a variety of content that will give them an awareness and understanding of the wide range of programme types. For example, BBC Radio stations offer a diverse range of programmes and an individual station (such as BBC Radio 1) could be selected as a result of the learner's interests. Other stations could include local and regional radio stations, as well as the national commercial stations such as KISS FM, Heart or Kerrang! Learners could prepare a case study comparing a national and a commercial radio station. This could examine the organisational and operating structure, as well as purpose and funding for each station. Useful websites for identifying the types of radio stations available: Radio Station Directory – Radio Now http://www.radio-now.co.uk/main.htm A useful source of information with radio stations listed in one directory. The listings categorise the different types of stations, with direct links to them. Media Info https://media.info/uk/radio Another useful source of information with a directory of radio stations. Radio Operations http://stakeholders.ofcom.org.uk/broadcasting/radio/ A useful source of information, which looks at the different types of radio broadcasters. **Extension opportunity** It could be valuable for centres to arrange for learners to visit local radio stations, as well as arranging visits from guest speakers or practitioners. In this scenario, learners could ask questions and obtain answers for their three case studies. Visit a BBC organisation: http://www.bbc.co.uk/showsandtours/tours/	3 hours	Unit 1 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Scheduling content	Learners could be encouraged to look at radio programming schedules for weekdays and weekends to explore how the content, categories, programme types and genres differ and relate to different target audiences. They could also explore any patterns between time slots, genre and audience. A good starting point is to direct learners to look at programming schedules for different radio stations and to identify the range of content broadcast. For example: http://www.bbc.co.uk/radiosuffolk/programmes/schedules Learners could then listen to a specific radio programme. They could create a table, listing the specific contents, including timings. They could identify the format of the specific content, such as music, news, weather, competitions, advertisements, phone-ins, dramatisations, sports etc. This then gives them an idea of what a running order consists of. Useful resource: Stewart, P. (2006) *Essential Radio Skills: How to Present and Produce a Radio Show (Professional Media Practice).* Bloomsbury 3PL A fantastic book, which really supports the whole Unit, but is very useful for exploring the structure and content of radio programmes. **Extension opportunity** It could be valuable for centres to arrange for learners to visit local radio stations. Learners could then see for themselves, how the running order and content is structured. Visit a BBC organisation: http://www.bbc.co.uk/showsandtours/tours/	3 hours	Unit 1 LO1 Unit 19 LO1, LO2
Why do radio stations have jingles?	Learners could look at how jingles, music and dialogue are used to create meaning for the target audience of a radio programme. Learners could focus on a dramatisation and investigate how a realistic background to the radio programme is created. Learners could be directed to choose one radio programme to focus their research on. They could then consider the use of: • Jingles/idents/stings – why and when are they used, is there a variety, how long are they? • Sound effects – how and why are they used in radio dramatisations? Useful resource: Starkey, G. (2013) *Radio in Context, Second Edition.* Palgrave MacMillan This book has some good information on the purpose of jingles, idents and stings.	1 hour	Unit 1 LO3 Unit 16 LO1, LO2

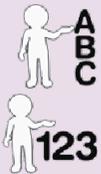| Title of suggested activity	Suggested activities	Suggested timings	Also related to
Key roles in radio production	Learners could look at the roles of key staff in the production of a radio programme. Learners, working in pairs or small groups, could research a job role. They could prepare a presentation of their findings and present them to the other groups. Useful resources: Job roles in radio production http://creativeskillset.org/creative_industries/radio Lots of key information about the various roles in this sector. BBC Academy https://www.youtube.com/watch?v=qkMjO6PcfZM Role of the producer. BBC Radio 2 https://www.youtube.com/watch?v=-12Zpu-TFlM Chris Evans Breakfast Show – pilot rehearsal.	2 hours	Unit 1 LO1 Unit 19 LO1 Unit 24 LO2
Investigating audience profiles	The audience profile for a given radio station could be explored using the Radio Joint Audience Research (RAJAR) website. Official radio station websites may also be very useful sources of information about their discrete audience profiles. Radio Joint Audience Research: http://www.rajar.co.uk/ Learners could benefit from learning about market share and reach before exploring the RAJAR website and tutors could organise this as an independent research activity. Learners could then look at the website http://www.thisisglobal.com/radio/smooth/audience-2/ to explore the demographic information for Smooth Radio.	30 minutes – 1 hour	Unit 1 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
How to sound like a radio presenter	Communication skills such as style and tone, dialect and construction of language, as well as formal or informal style of presentation could be analysed with regard to the chosen programme(s). Tutors could lead a discussion, whilst listening to excerpts from radio shows that demonstrate the required communication skills. Learners could each make a podcast, reading an article from a newspaper. They could then reflect on tone and dialect. They could review the tips given in the article links below and then record the newspaper article again. Web articles on communication skills: https://reportingtechniques.wordpress.com/2010/09/15/reporting-using-voice/ http://www.wikihow.com/Read-and-Speak-Like-a-TV-News-Reporter Useful resources: Stewart, P. (2006) *Essential Radio Skills: How to Present and Produce a Radio Show (Professional Media Practice)*. Bloomsbury 3PL A fantastic book, which really supports the whole Unit, but is very useful for exploring communication skills within a radio programme. BBC Academy – Producer and Presenter relationship https://www.youtube.com/watch?v=U5CCHSqRe5U&list=PLQirbxfWHEPgdg7aIvE9X3u2jWUF3t7g1&index=3	2 hours	Unit 1 LO3 Unit 24 LO2

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	**Be able to investigate the technologies for multiplatform radio broadcasting**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Inside the radio station	Learners will need to be able to consider the equipment involved in producing a radio programme. If possible, a tour of a local radio station could be the best way to support this activity. Learners could then see for themselves the studio equipment and software used. However, if this is not possible, learners could use one of the following resources which show the inside of BBC Radio: Radio 1 Tour – Radio Today UK https://www.youtube.com/watch?v=-KBEMOTYwTU Inside BBC Radio 1. Radio studio equipment tour http://radio.about.com/od/funradiothingstodo/ss/blVirtualTour3.htm BBC Radio 2 https://www.youtube.com/watch?v=-12Zpu-TFlM Chris Evans Breakfast Show – pilot rehearsal. Learners could go on to make a list of the equipment found in a radio studio. They could investigate the cost of the equipment, together with an explanation how it could be used. Useful resources: Studio packages http://www.broadcastwarehouse.com/studio-packages/139/cat Studio furniture http://www.broadcastwarehouse.com/studio-furniture/165/cat	2 hours	Unit 3 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Collating content	Learners could consider how content is collated using a 'now and then' historical context. This could include using vinyl records, cassettes, CDs before digital computer systems were used to collate materials. An area of considerable interest to look at is the 1920s – when programming and broadcasting was all 'live'. Learners could be shown the following video, which looks at radio in the 1920s: https://www.youtube.com/watch?v=DOThgMfP5rM Learners, working in groups, could then consider how they would put together a 30-minute talk and music programme relying on completely 'live' content.	1 hour 15 minutes	Unit 19 LO1
Digital organisation	Learners could be divided into two groups, each group researching a method of digital organisation. The two systems to look at are: cartwall and playout. Learners could then present their findings to the other group. Useful resources: Sine FM102.6 training video https://vimeo.com/11203476 Using Myriad Playout software system. Digital cartwall system http://www.jazler.com/products/radiostar.asp Playout software system http://www.rivendellaudio.org/ Free open source software which automates the playout.	1 hour	Unit 1 LO1 Unit 19 LO1, LO2
Multiplatforms – analogue to digital	Learners could investigate the different platforms involved in distributing radio broadcasts. Learners could, in small groups, research and discuss the differences between FM, MW, AM and DAB. Learners could write a report on how DAB works and the impact of DAB on FM, MW and AM transmissions. Useful resources: http://www.bbc.co.uk/reception/radio http://www.telegraph.co.uk/finance/newsbysector/mediatechnologyandtelecoms/media/10520514/Reprieve-for-FM-as-Government-abandons-digital-radio-deadline.html	1.5 hours	Unit 1 LO1, LO2 Unit 24 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Multiplatforms – satellite and internet	Learners could investigate the different platforms involved in distributing radio broadcasts. Learners, working in pairs, could put together a listening schedule for the following audience profiles, making use of satellite and internet radio listening platforms: Profile 1: John likes listening to classical music. Which satellite channels and internet radio services could he listen to? Profile 2: Mary likes listening to radio dramatisations. Which satellite channels and internet radio services could she listen to? Profile 3: Peter likes listening to country music. Which satellite channels and internet radio services could he listen to? Profile 4: Mark likes to listen to sport. Which satellite channels and internet radio services could he listen to? Profile 5: Jane likes to listen to 80s style music. Which satellite channels and internet radio services could she listen to? Useful resources: Internet radio services http://www.internetradiouk.com/ Satellite radio stations http://www.radio-now.co.uk/satellite.htm	1.5 hours	Unit 1 LO1, LO2 Unit 24 LO1
What is the most popular listening platform?	Learners could conduct some audience research to find out how people access radio stations. They could make an online survey and email out to reach a wider audience. Posting survey links on social networking sites is also a good way to reach people. Learners could analyse the data they receive, to look at the most popular listening platform i.e. they could use spreadsheet software and make a chart. They could then formalise their findings by producing a word processed report or a video news report.	2 hours	Unit 1 LO1 Unit 3 LO1 Unit 19 LO1

SUGGESTED ACTIVITIES

LO No:	3
LO Title:	**Be able to create a plan for an original radio programme to a specific brief**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Considering the needs of the audience	Learners could consider scheduling and the needs of the audience. They could be asked to identify the appropriate scheduling time for the following suggested radio programme: *A new talk and music radio programme is due to be broadcast, which is aimed at a target audience of 55+. When is the ideal time to broadcast this show?* Learners could then suggest the content to be broadcast for a ten-minute segment of the programme, and could then go on to prepare a draft of the proposed content for this segment. Learners could go on to decide who they would choose to host the programme. Learners should take into consideration the genre of music and needs of the target audience for the new programme. Useful resources: https://en.wikipedia.org/wiki/Broadcast_programming Stewart, P. (2006) *Essential Radio Skills: How to Present and Produce a Radio Show (Professional Media Practice)*. Bloomsbury 3PL A fantastic book, which really supports the whole Unit, but is very useful for exploring the structure and content of radio programmes.	2 hours	Unit 1 LO4 Unit 2 LO1, LO2 Unit 19 LO2
What does a running order look like?	Learners should be aware that there are several formats for preparing a running order. The first is simply a table, but there is also the clock format. Learners could research the clock format running order and then produce a clock format version for a ten-minute segment of the proposed new programme in activity 1 above. Useful resources: http://www.connecttransmit.org.uk/having-good-ideas-for-shows/ This website gives examples of running orders and how to research for content. Stewart, P. (2006) *Essential Radio Skills: How to Present and Produce a Radio Show (Professional Media Practice)*. Bloomsbury 3PL A fantastic book, which really supports the whole Unit, but is very useful for constructing running orders, and has a clock format example.	1.5 hours	Unit 1 LO1 Unit 16 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
What is an audio script?	An audio script could be used by tutors to outline the running order for a radio programme. This could include what is going to be said by the host and is more detailed than a running order. Learners could produce an audio script, detailing the running order for a five-minute segment of the radio show indicated in the Considering the needs of the audience activity above. Useful resources: http://theelearningcoach.com/media/audio/audio-recording-scripting-conventions/ Audio script writing tips. http://www2c.cdc.gov/podcasts/AudioScriptWritingGuide.pdf Audio script writing guide.	1.5 hours	Unit 3 LO1 Unit 16 LO3
Considering audio assets – adverts	Learners could consider including an advertisement in their radio programme, especially if they are planning a programme for a commercial station. Learners could listen to a chosen commercial radio station and identify the type of advertising used in a specific programme of their choice. They could consider how it does or does not relate to the content of the programme. They could identify the style, format and length of the advert. Learners could then go on to make their own radio advert, based on their research activity. Alternatively, learners could visit the UCreate website to create an advert for a specific brief: http://www.ucreateproject.co.uk/	2 hours	Unit 1 LO2 Unit 2 LO1 Unit 19 LO1 Unit 20 LO1

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Title of suggested activity	Suggested activities	Suggested timings	Also related to
Budgeting and funding	In order to produce a realistic budget, learners could investigate the running costs for a radio programme. Sources of information for personnel expenses can be found on job advert websites. For example: https://media.info/radio/jobs Source of job vacancies in radio industry. Learners could consider how including advertisements from other organisations can help in reducing running costs. See: http://www.radiocentre.org/advertising/ Learners could then investigate other funding opportunities for the running costs. Useful resources: Ofcom http://stakeholders.ofcom.org.uk/broadcasting/radio/community-radio-fund/ Funding for community radio. Arts Council http://www.artscouncil.org.uk/funding/ Grants. https://www.biglotteryfund.org.uk/ Lottery funding.	2 hours	Unit 2 LO1 Unit 19 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Are there any legal things to look at when broadcasting a radio programme?	Learners could be asked to identify what steps should be taken to ensure a radio programme follows legislation, using the following brief as a starting point: *Jimmy wants to set up a community radio station and has his programme schedule and running order organised. However, he is not sure what he has to do to make sure everything is legal. Can you give him some advice?* Learners could research and produce an audio podcast, outlining the steps Jimmy should take. Useful resources: Ofcom http://stakeholders.ofcom.org.uk/enforcement/audience-complaints/archive/ http://www.ofcom.org.uk/about/what-is-ofcom/ Licensing http://licensing.ofcom.org.uk/ Community Media Association (Commedia) – PRS and PPL licensing http://www.commedia.org.uk/go/community-radio/prs-ppl/	1 hour	Unit 2 LO1 Unit 19 LO1
How not to cause offense when broadcasting a radio programme.	Learners could read the Ofcom report relating to the Russell Brand and Jonathan Ross prank telephone call, to gain an understanding of how a radio broadcast can cause offense. Tutors could then go on to lead a group discussion about the issues raised. http://www.ofcom.org.uk/files/2010/07/BBCRadio2TheRussellBrandShow.pdf Russell Brand and Jonathan Ross prank telephone call.	1 hour	Unit 2 LO1 Unit 19 LO1

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	**Be able to produce an original UK radio programme extract**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Researching content	Tutors could source a news story, or get learners to source their own from newspapers or online platforms. Learners could investigate how a news bulletin is put together and create a script for the news story sourced above. Useful resource: http://news.bbc.co.uk/1/hi/school_report/5256182.stm The journey of a radio news story.	1 hour	Unit 2 LO3 Unit 7 LO3
Preparing to record	Learners, working in groups, could consider the different job roles in a radio studio and each choose a role and rehearse the news bulletin in the activity above. Useful resource: http://news.bbc.co.uk/1/hi/school_report/5407860.stm Who does what in a radio studio? **Extension opportunity** It could be valuable for centres to arrange for learners to visit local radio stations, as well as arranging visits from guest speakers or practitioners. In this scenario, learners could see recording in context.	1 hour	Unit 1 LO1 Unit 19 LO1 Unit 24 LO2
Sample recording with the studio equipment	Learners could practise with equipment and software to pre-record a 30-second news report. This may take several attempts, whilst checking and adjusting sound levels. Useful resources: https://www.youtube.com/watch?v=8ClwSNm362E Tutorial for using Audacity for recording. Gilmurray, B. (2013) *The Media Student's Guide to Radio Production*. Lulu.com. Excellent book to support radio production. http://audacityteam.org/ Software (free). **Extension opportunity** It could be valuable for centres to arrange for learners to visit local radio stations, as well as arranging visits from guest speakers or practitioners. In this scenario, learners could see recording in context.	1.5 hours	Unit 1 LO3 Unit 3 LO3 Unit 16 LO2 Unit 20 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
How is audio edited?	Working with the 30-second news report created in the activity above, learners could go on to edit the piece using audio editing software. Learners could use functions within the software, such as how to apply effects, remove hiss and noise or use pitch correction. Useful resources: http://audacityteam.org/ Software (free). http://www.apple.com/uk/logic-pro/in-depth/ Logic Pro guide. https://www.youtube.com/watch?v=IwcYyQGKodg Tutorial for using Audacity to mix and master. **Extension opportunity** It could be valuable for centres to arrange for learners to visit local radio stations, as well as arranging visits from guest speakers or practitioners. In this scenario, learners could see editing in context.	1.5 hours	Unit 1 LO3 Unit 3 LO3 Unit 16 LO2 Unit 20 LO3
Exporting to a suitable file format	Learners could make a 'how to export an audio file' instruction guide, outlining suitable file formats. Useful resource: http://www.file-extensions.org/filetype/extension/name/audio-and-sound-files Audio and sound file formats.	2 hours	Unit 3 LO3, LO4 Unit 20 LO3
Broadcasting online	Learners could use the free, online software 'Mixlr' to practise broadcasting some music and presenting it 'live'. They could source some jingles, advertisements and music to put together a running order for a 10-minute segment. Useful resource: http://mixlr.com/ Online radio broadcasting software (free).	2 hours	Unit 19 LO1

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