

Cambridge TECHNICALS LEVEL 3

# DIGITAL MEDIA

Cambridge  
TECHNICALS  
2016

Unit 14

Radio production

M/507/6400

Guided learning hours: 60

Version 2 September 2016

## LEVEL 3

### UNIT 14: Radio production

**M/507/6400**

**Guided learning hours: 60**

**Essential resources required for this unit:**

Hardware: USB External Microphone /Headphones

Software: Audacity (PC and MAC free) Garage Band (MAC)

**This unit is internally assessed and externally moderated by OCR.**

#### 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.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know how the radio industry operates	1.1 to explore different types of radio stations, i.e. <ul style="list-style-type: none"> <li>• national commercial (e.g. Classic FM, Absolute Radio, talkSPORT, Heart, KISS, Planet Rock, Magic)</li> <li>• public (e.g. BBC Radio)</li> <li>• regional (e.g. broadcasts to local region)</li> <li>• community (e.g. broadcasts to locality)</li> <li>• internet (e.g. streaming)</li> <li>• non-profit (e.g. University, College, School)</li> </ul> 1.2 differences between types of programmes, e.g. <ul style="list-style-type: none"> <li>• talk/music</li> <li>• sport</li> <li>• current events</li> <li>• lifestyle</li> <li>• dramatisations</li> </ul> 1.3 how to structure the programme, i.e. <ul style="list-style-type: none"> <li>• purpose (e.g. entertainment, education, information, promotion)</li> <li>• income (e.g. advertisements, sponsorship)</li> <li>• scheduling (e.g. breakfast, daytime, drive-time, evening, overnight)</li> <li>• content (e.g. music, news, weather, dialogue, jingles, phone-ins, competitions, traffic, dramatisations)</li> <li>• meaning (e.g. dramatisations – sound/atmospheric effects)</li> <li>• staff and resources (e.g. presenter, producer)</li> </ul> 1.4 to analyse audience profile, i.e. <ul style="list-style-type: none"> <li>• demographics (e.g. age, gender, nationality, religion, ethnicity)</li> <li>• lifestyle</li> <li>• spending power</li> <li>• listening figures (e.g. Radio Joint Audience Research (RAJAR))</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.5 to compare presentation of the programme, i.e.</p> <ul style="list-style-type: none"> <li>• personnel (e.g. DJs, presenters, cast)</li> <li>• style (e.g. mode of address, tone, dialect, inflection, leading questioning, stereotyping, bias)</li> </ul>
<p>2. Be able to investigate the technologies for multiplatform radio broadcasting</p>	<p>2.1 studio equipment, i.e.</p> <ul style="list-style-type: none"> <li>• digital cartwalls and playlists</li> <li>• digital playout system</li> <li>• equipment (e.g. audio equipment; microphones, headphones, workstation, mixing desk, speakers)</li> </ul> <p>2.2 distribution methods, i.e.</p> <ul style="list-style-type: none"> <li>• analogue broadcast</li> <li>• digital broadcast (e.g. DAB)</li> <li>• satellite/terrestrial TV channels</li> <li>• internet (e.g. streaming and simulcasting)</li> </ul> <p>2.3 platforms for listening, i.e.</p> <ul style="list-style-type: none"> <li>• radio (e.g. analogue, digital, internet)</li> <li>• computer (e.g. desktop, laptop)</li> <li>• mobile devices (e.g. smartphone, tablets)</li> </ul>
<p>3. Be able to create a plan for an original radio programme to a specific brief</p>	<p>3.1 user documentation, i.e.</p> <ul style="list-style-type: none"> <li>• treatment (e.g. medium, title, type of programme, proposed content)</li> <li>• running order, i.e.             <ul style="list-style-type: none"> <li>○ content</li> <li>○ timings</li> <li>○ programme clock</li> </ul> </li> <li>• scheduling (e.g. breakfast, daytime, drive-time, evening, overnight)</li> <li>• launch date (e.g. proposed launch of programme)</li> <li>• target audience (e.g. demographics, lifestyle, spending power, needs and trends)</li> <li>• key personnel (e.g. DJs, presenters, crew)</li> <li>• health and safety (e.g. risk assessments, sound levels, audio equipment, workstation, outside broadcasting)</li> <li>• audio assets (e.g. audio script, audio draft, MIDI samples, jingles, adverts, sound effects, stings, music tracks)</li> <li>• budget (e.g. professional rates, resources, personnel, equipment, licences)</li> <li>• funding (e.g. grants, advertising, sponsorship)</li> <li>• production schedule (e.g. dates, timescales, activities, personnel, resources, equipment, contingency)</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> <li>• legal and ethical (e.g. voice artist release forms, PPL, performing rights, royalties, copyright, offensive content, slander, defamation, representation)</li> <li>• regulatory bodies (e.g. Ofcom)</li> <li>• codes and conventions</li> <li>• alignment to programme genre (e.g. drive-time includes traffic reports)</li> </ul>
<p>4. Be able to produce an original UK radio programme extract</p>	<p>4.1 how to use production processes, i.e.</p> <ul style="list-style-type: none"> <li>• operating equipment (e.g. operate audio equipment, checking and adjusting sound levels, using digital audio software to record, studio, location, live programming, pre-recorded programming)</li> <li>• management of personnel (e.g. crew, staff, audience)</li> </ul> <p>4.2 recorded studio programme, i.e.</p> <ul style="list-style-type: none"> <li>• use post-production processes i.e. <ul style="list-style-type: none"> <li>○ log recordings (e.g. quality, usability, duration)</li> <li>○ use digital audio editing software (e.g. offline edit, adding assets to audio tracks, adjust levels, quantizing, pitch correction, EQing, digital mastering, adding associated audio/sound effects, atmospheric sound and music)</li> <li>○ file formats (e.g. export, WAV, MP3, AIFF)</li> </ul> </li> </ul> <p>4.3 live radio broadcast, i.e.</p> <ul style="list-style-type: none"> <li>• live recordings (e.g. quality, usability, duration)</li> <li>• file formats (e.g. export, WAV, MP3, AIFF)</li> </ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the Pass and Merit criteria, the candidate is able to:
1. Know how the radio industry operates	P1: Describe the different radio industry operations		
	P2*: Describe the focus of a chosen radio station  <i>(*Synoptic assessment from Unit 1 Media products and audiences)</i>	M1*: Analyse the structure and content of a programme broadcast by a chosen radio station  <i>(*Synoptic assessment from Unit 1 Media products and audiences)</i>	
2. Be able to investigate the technologies for multiplatform radio broadcasting	P3: Describe the multiplatform distribution methods	M2: Explain the processes and technologies involved in producing a radio broadcast	
3. Be able to create a plan for an original radio programme to a specific brief	P4*: Produce a plan for the structure and content of an original radio programme  <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>	M3: Describe legal and ethical considerations required to comply with regulatory bodies for an original radio programme	D1: Justify how the codes and conventions of the radio genre are embedded within the planned content
4. Be able to produce an original UK radio programme extract	P5: Record an extract of the planned radio programme		D2: Evaluate the flow of programme content and audio levels

## \*SYNOPTIC ASSESSMENT

---

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

## ASSESSMENT GUIDANCE

---

### LO1 Know how the radio industry operates

- P1:** Learners are required to explore a radio industry and their investigation should consider how it operates, covering the criteria in the teaching content. Evidence could be produced from a case study, and may be presented as a formal word-processed report, presentation or blog.
- P2:** Learners are required to investigate a chosen radio station and describe the focus of the station. The learner may support their work with underpinning knowledge from Unit 1 Media products and audiences, considering target audience requirements etc. Evidence could be a formal word-processed report, presentation or blog.
- M1:** Learners are required to analyse a programme which has been broadcast by their chosen radio station. Learners should identify the structure, audience and delivery of the programme. The learner may support their work with underpinning knowledge from Unit 1 Media products and audiences to include ownership and regulatory bodies. Evidence could be produced in the form of a formal word-processed report, or presentation with supporting notes and documentation. There could be images, sound bites, graphics and supporting data to help illustrate the evidence, depending on the format chosen.

### LO2 Be able to investigate the technologies for multiplatform radio broadcasting

- P3:** Learners are required to explore multiplatform distribution methods used by radio stations. Learners could explore their chosen radio station and investigate the different distribution methods they use. Evidence could be produced in the form of a formal word-processed report, or presentation with supporting notes and documentation. There could be images, sound bites, graphics and supporting data to help illustrate the evidence.
- M2:** Learners explore the processes and technologies used by radio stations to broadcast their programmes. Learners could explore their chosen radio station and investigate the different technologies and process they use to create their broadcasted programmes. Evidence could be produced in the form of a formal word-processed report, presentation with supporting notes and documentation.

**LO3 Be able to create a plan for an original a radio programme to a specific brief**

- P4:** Learners are required to plan a new UK radio programme. Learners may work to a specified brief or a programme they have identified themselves. Evidence should consider all the criteria in the teaching content and could be evidenced in the form of a formal word-processed report, or presentation with supporting notes and documentation.
- M3:** Learners should be able to describe legal and ethical issues that relate to their new radio programme. This should ensure that they comply with the regulatory requirements connected to any legal and ethical issue. Evidence could be an extension of P4, identifying against each planning consideration where the legal, ethical and regulatory issues arise.
- D1:** Learners will need to evaluate how the codes and conventions of the chosen genre are embedded within their new UK radio programme. They should include research carried out and completed to demonstrate its viability. Evidence may be presented as a formal word-processed report.

**LO4: Be able to produce an original UK radio programme extract**

- P5:** Learners are required to record and edit an identified section of the planned UK radio programme. Evidence for the production and post-production processes could be in the form of a production diary, which could be presented as a video, word-processed report, presentation or blog. There should be photographs or videos of the learner setting up and using equipment, which will support and illustrate the production diary.
- D2:** Learners should evaluate the flow of their planned new radio programme and the content included. Learners may analyse the strengths and weaknesses of their new UK radio programme. They may include suggestions on revisions or adjustments to their new radio programme. Evidence is best presented as a formal word-processed report.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the *OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.



## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a pathway optional unit in the Moving Image and Audio Production specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Centres could contact a local community/commercial radio station in their area for work-experience or work-placements.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	A scenario/project could be set in coordination with industry practitioners for the development of a new radio programme.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of masterclasses or guest lectures.	Centres could invite local community/commercial radio station personnel to guest lecture on the required learning for each of the learning objectives in the unit, specifically to assist learners in understanding in how to compile a running order for a radio programme and how to compile news reports.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	<p>A local community/commercial radio station could assess a running order for a radio programme compiled by learners.</p> <p>A local community/commercial radio station could assess a news report compiled by learners.</p> <p>If involved in a whole unit delivery or co-delivery, the local community/commercial radio station could jointly assess the unit.</p>

To find out more

**[ocr.org.uk/digitalmedia](http://ocr.org.uk/digitalmedia)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.