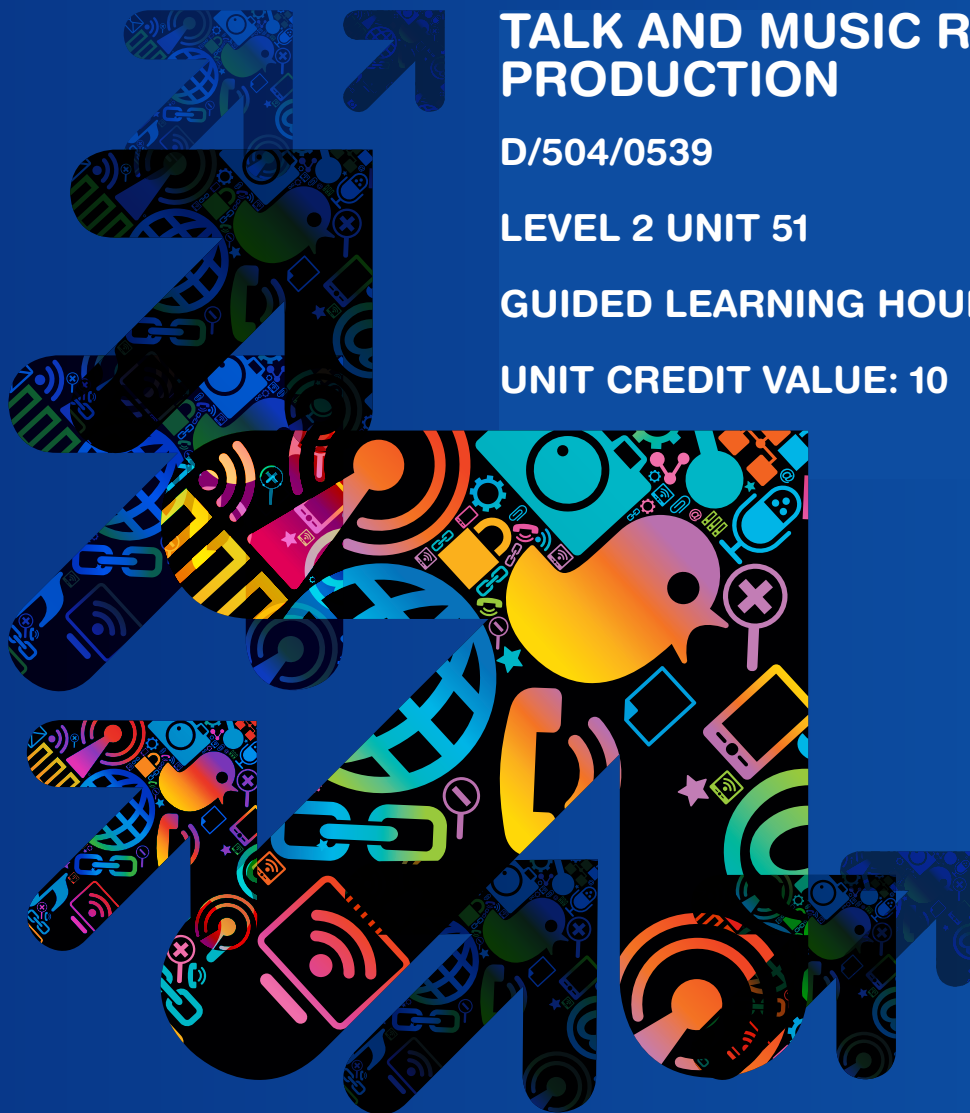




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# OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA



## TALK AND MUSIC RADIO PRODUCTION

D/504/0539

LEVEL 2 UNIT 51

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

# TALK AND MUSIC RADIO PRODUCTION

D/504/0539

LEVEL 2

## AIM OF THE UNIT

By completing this unit learners will understand talk and/or music radio programmes. Learners will be able to plan a new 3-minute talk and/or music radio programme for a specific radio station. They will gain some practical skills by recording, and editing a new 3-minute talk and/or music radio programme.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit.  The learner will:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand existing talk and music radio programmes	The learner can:  P1 Learners investigate a radio station that broadcasts talk and music radio, including: a) radio station b) programme type(s) c) genre(s) d) audience profile(s)  P2 Learners explore one of the talk and music radio programmes broadcast by the radio station they have investigated, including: a) running order b) DJs/presenters c) content d) target audience		
2 Be able to plan a new talk and music radio programme	P3 Learners plan a new talk and music radio programme including: a) intended radio station b) target audience c) content plan d) running order e) script f) relevant legal and/or ethical issues g) equipment h) proposed scheduling time	M1 Learners create a detailed plan for a new talk /or music radio programme. The content plan includes medium, running time, and synopsis along with details of any relevant planned content (such as music, guests, competitions, weather reports etc.). Appropriate suggestions are made for presenters / DJs that relate to the proposed production	
3 Be able to produce a new talk and music radio programme	P4 Learners record and edit a competent 3-minute extract from their planned talk and music radio programme by: a) setting up appropriate equipment b) following the content plan and running order c) following safe working practices	M2 The 3-minute extract produced is generally of a good technical standard and quality. Editing is proficient.	D1 The 3-minute extract produced is generally of a high technical standard and quality. The final edit will be generally skilful

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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 to their work though these do not need to be the same ones specified in the unit content.

### **Understand existing talk and music radio programmes**

For example:

- a) BBC national stations, regional stations, commercial stations, podcasting
- b) breakfast, chart, chat, news, quiz, DJ slots, review (films, games, etc), podcasts
- c) children's, comedy, sport, music, entertainment, factual, etc.
- d) needs of audience/ consumer, demographics, lifestyle, Radio Joint Audience Research (RAJAR)

Consider, for example:

- a) purpose of running order
- b) style, mode of address, formal/informal programming
- c) use of music tracks, interviews, news, weather, debates, phone-ins, competitions
- d) by age, gender, interests, etc., appeal to target audience

This could be achieved by listening to radio programmes, researching on radio websites, or a combination of these.

### **Be able to plan a new talk and music radio programme**

For example:

- a) BBC national stations, regional stations, commercial stations, podcasting
- b) intended listener profile (e.g. age, gender, interests, etc.)
- c) music tracks, guests, interviews, news, weather, debates, phone-ins, competitions
- d) planned running order, timings
- e) all dialogue to be scripted
- f) copyright, slander, offensive content
- g) plan for use of appropriate equipment (microphones, recording equipment, etc.)
- h) consider appropriateness of content for proposed time, watershed.

### **Be able to produce a new talk and music radio programme**

For example:

- a) microphones, recording equipment, mixing desk, digital audio software
- b) timings and planned content (with appropriate copyright permissions)
- c) working within the scope of health and safety guidelines / risk assessment

Final edit including dialogue, music, etc.

This could be an edit for a pre-recorded programme or a live edit during a live programme.

## DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. Whilst this unit does not require a client the centre may wish to use a client based approach when creating a brief. This unit could be linked to the following units 11, 16 and 50.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork, this should be supported by a witness statement from the tutor. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

**P1/P2:** learners should have the opportunity to investigate a range of radio talk and/or music programme types and genres. It may also be valuable for Centres to arrange for learners to participate as an audience for a radio show if not, Centres could arrange visits from guest speakers or practitioners. Learners may also find the Radio Joint Audience Research (RAJAR) website is a valuable source for audience information. Learners could also use radio station websites, published information and the internet for their explorations.

It may be useful for learners to participate in tutor led discussions when exploring the content of an existing radio talk and/or music radio programme, i.e. learners could listen to excerpts from radio shows in a classroom situation to see how radio shows/programmes use elements such as music tracks, presenters, phone ins, interviews etc. to create a show/programme, especially when analysing the running order of a radio show/programme. Learners could evidence this

research with a written report, an audio/audio-visual report with supporting commentary, an audio presentation of the material, with supporting slide show.

**P3/M1/D1:** when planning the production of the radio talk and/or music radio programme learners could begin with identifying the radio station their programme is intended for. Learners should where possible use professional practices and formats when producing the content plan and running order for the programme. Learners may also find the Radio Joint Audience Research (RAJAR) website is a valuable source of audience information. When completing the content plan, learners may find it helpful to have clear headings for each section with a proposed broadcast time relevant to the radio programmes content. Learners may find it beneficial to utilise online sources of information such as the BBC and Ofcom website when considering legal and ethical issues. Work could be evidenced in written format, letters to relevant bodies or online requests applying for copyright permission. It is important that learners relate the relevant legal and ethical issue to the radio programme they are planning. Evidence for the content plan, running order and production schedule should, where possible reflect industrial working practices.

**P4/M2/D2:** learners recording the planned the radio talk and/or music radio programme should wherever possible work to a deadline and follow industry standard production processes. Learners should be taught appropriate production skills in line with commercial practices, which may be possible through teacher led skills workshops, or where possible inviting guest practitioners to the Centre. It is also important that learners adopt safe working practices when recording the sound elements. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) may provide learners with useful sources of information. Evidence of the learner's contribution to the process, especially if working in a group, should be identified by the learner for instance through photographs of the learner setting up and using the equipment, a sample of the audio recording of the radio talk and/or music radio programme the learner was responsible for. Evidence of learners' contribution should be supported by a witness statement from the tutor.

Learners when editing the radio talk and/or music radio programme should wherever possible work to a deadline and follow industry standard production processes. They should demonstrate their ability to edit elements such as

music and dialogue. These skills could be developed in skills workshops led by the tutor or visiting guest practitioners. Evidence of the learner's contribution to the editing process especially if working in a group, should be identified by the learner, for instance photographs of learner using the sound editing equipment, an audio recording of the section of the radio talk and/or music radio programme the learner was responsible for and how the learner has contributed to the final production. Evidence of the learners' contribution to the editing of the radio talk and/or music radio programme should be supported by a witness statement from the tutor.

Learners should be encouraged wherever possible to evidence the grading criteria through a variety of mediums (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) aiming to highlight their strengths, whilst being encouraged to develop their existing skills and knowledge by using a range of mediums to evidence their work.

## RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for Tutor use. The resources in this section were current at the time of production.

### Books

Reese, D & Gross, L & Gross, B (2005)	<i>Radio Production Worktext: Studio and Equipment</i> Focal Press (5th edition)
McLeish, R (2005)	<i>Radio Production</i> Focal Press (5th edition)
Beaman, J (2006)	<i>Programme Making for Radio</i> Routledge
Geller, V (2007)	<i>Creating Powerful Radio: Getting, Keeping and Growing Audiences</i> Focal Press
Priestman, C (2001)	<i>Web Radio: Radio Production for Internet Streaming</i> Focal Press
Keith, MC (2007)	<i>The Radio Station: Broadcast, Satellite &amp; Internet</i> Focal Press (7th edition)
Beaman, J (2006)	<i>Programme Making for Radio</i> Routledge

### Websites

[www.ofcom.org.uk](http://www.ofcom.org.uk)

[www.rajar.co.uk](http://www.rajar.co.uk)

[www.bbc.co.uk/radio1/](http://www.bbc.co.uk/radio1/)

[www.heart.co.uk](http://www.heart.co.uk)

[www.capitalfm.com](http://www.capitalfm.com)

## LINKS TO NOS

Skillset – Radio Content Creation (2008)

- RC1** Work effectively in radio
- RC3** Research audiences for radio
- RC4** Contribute to the creative process in radio
- RC5** Originate and develop ideas for radio content
- RC6** Undertake research for radio
- RC14** Record audio on location and in the studio
- RC15** Edit, process and mix audio
- RC18** Select and brief radio contributors
- RC20** Assist with radio productions
- RC21** Produce speech content for radio
- RC22** Produce music radio
- RC23** Produce multiplatform content for radio
- RC27** Evaluate the success of radio programming and projects
- RC28** Use and develop the voice for radio
- RC29** Present a radio programme
- RC30** Prepare for and conduct radio interviews
- RC31** Comply with the law when working in radio
- RC32** Conduct yourself ethically when working in radio

ENTO – Health and Safety Standalone Units

- HSS1** Make sure your own actions reduce risks to health and safety

Skillset – various

- X1** Contribute to good working relationships



## CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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