# Level 2

# NVQ Occupational Standard for Radio Broadcasting

# ACKNOWLEDGEMENT

The Grenada National Training Agency would like to thank the following persons for their contribution in vetting this document.

**Members of the Radio Broadcasting Level 2 lead body.**

# INTRODUCTION

The Grenada National Training Agency (GNTA) as empowered by the GCTVET Act of 2009 is the agency mandated to co-ordinate, facilitate and enable the development and growth of Technical and Vocational Education and Training in Grenada Carriacou and Petite Martinique.

The Agency through modes of training intervention intends to help in ensuring that there exists a supply of trained and skilled workers to service labour market needs and thereby contribute to higher levels of productivity in the Grenadian economy. The organisation by way of policy seeks to have developed and approved occupational standards derived from industry specifications and to guide the training, assessment and certification within the Grenada TVET System.

The Grenada Council for Technical Vocational Education and Training (GCTVET) created by an ACT of parliament in 2009 is empowered to approve standards for the award certification leading to CVQ's and NVQ's.

The GNTA has established industry lead groups responsible for vetting standards as well as specifying and recommending standards to be approved.

# ABOUT THIS STANDARD

This is a National Vocational Qualification (NVQ) that has been approved for training and certification in Grenada.

This standard was adapted and approved by the Grenada Council for Technical Vocational Education and Training (GCTVET) on 6th May, 2014.

There are some minor modifications made to accommodate the local context; however the overall content of the document is unchanged.

# QUALIFICATION OVERVIEW

The NVQ Level 2 in Radio Broadcasting is for individuals whose role requires well developed behavioural competencies but whose scope for independent decision making and for bringing about change is unlimited.

They are likely to be in roles where they are required to:

- conduct radio interviews
- collect and organise content for broadcast
- present information on-air
- present radio programs
- develop own competencies and professionalism
- write scripts

Normally persons working at Level 2 should be able to competently carry out simple, complex and routine work activities and to collaborate with others. The qualification covers competencies by providing services in Radio Broadcasting Level 2 as indicated in the competency standard.

Relevant occupations include:

- Radio Mechanics
- Radio Operators
- Broadcast and News Analysts
- Programme Directors
- Producers

To achieve this qualifications all core units must be achieved plus a minimum of two Level 1 electives, three Level 2 electives and one Level 3 elective must be completed. The nominal training hours are a guide for planning the delivery of training programmes.

Please note that certification can be gained through formal training or on- the- job experience by scheduling assessments with the Grenada National Training Agency (GNTA) Certified Assessors.

# Packaging of Competency Standards for Vocational Qualifications

## CIRB2001    NVQ Level 2 – Radio Broadcasting

| Unit Code | Unit Title | Mandatory/ Elective |
|---|---|---|
| CI00047 | Work Effectively in Radio Broadcasting | Mandatory |
| CI00048 | Develop Techniques for Presenting Information on Radio | Mandatory |
| CI00049 | Present Radio Programs | Mandatory |
| CI00050 | Conduct Radio Interviews | Mandatory |
| CI00051 | Collect and Organise Content for Broadcast | Mandatory |
| CI00052 | Present Information On-Air | Mandatory |
| CI00053 | Articulate, Present and Debate Ideas | Mandatory |
| CI00054 | Give Listeners a Positive Impression of One's Self and One's Organisation | Mandatory |
| CI00055 | Develop own Competencies and Professionalism | Mandatory |
| CI00056 | Write Scripts | Elective |
| CI00057 | Promote Products and Services | Elective |
| CI00058 | Craft Personal Entrepreneurial Strategy | Elective |

To achieve this qualification all mandatory competency standards and a minimum of any one (1) elective must be achieved.

**CI00047:**            Work Effectively in Radio Broadcasting

| Unit Descriptor: | This unit describes the performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict. |
| --- | --- |

| **ELEMENTS**<br>Candidates must be able to: | **PERFORMANCE CRITERIA** | |
| --- | --- | --- |
| 1    Research the medium of radio | 1.1 | Keep up to date on current issues which impact on the medium of radio and recognise the effect of changes in the industry |
| | 1.2 | Maintain a log book on market developments, new technologies, creative ideas, techniques and best practices in accordance with industry procedures |
| | 1.3 | Research and record relevant laws and regulations governing the radio industry as well as specific codes of conduct in the workplace |
| 2    Develop workplace relationships | 2.1 | Seek assistance from workgroup members when difficulties arise and address them through discussions |
| | 2.2 | Apply organisation's social, ethical and operational standards to develop and maintain positive relationships |
| | 2.3 | Encourage, acknowledge and act upon constructive feedback provided by others in the workgroup |
| | 2.4 | Adjust interpersonal styles and methods to the social and cultural environment |
| 3    Contribute to workgroup activities | 3.1 | Provide support to team members to ensure workgroup goals are met |
| | 3.2 | Make constructive contributions to workgroup goals and tasks according to industry requirements |
| | 3.3 | Share information  relevant to work with workgroup to ensure designated goals are met |

|       |                                  | 3.4 | Identify and plan strategies/opportunities for improvement of the workgroup with the workgroup |
|-------|----------------------------------|-----|---|
| 4     | Follow regulatory requirements   | 4.1 | Check that broadcast material is safe and does not give offence to listeners in terms of its content, as defined in the Broadcasting Code |
|       |                                  | 4.2 | Check the impartiality and accuracy of news content in accordance with the regulatory requirements and industry code of conduct |
|       |                                  | 4.3 | Check issues of equality and diversity when reviewing broadcast material |
| 5     | Follow ethical procedures        | 5.1 | Ensure fairness in the treatment of individuals and organisations in radio and related output |
|       |                                  | 5.2 | Respond in a timely fashion  to programme complaints in line with legal obligations and organization's code of conduct |
|       |                                  | 5.3 | Keep legible and comprehensive notes of research and interview material in accordance with industry's code of conduct |
|       |                                  | 5.4 | Identify and declare any potential conflicts of interest in accordance with industry's code of conduct |
|       |                                  | 5.5 | Seek the advice of appropriately qualified and experienced personnel in any instance of ethical uncertainty |
| 6     | Practice interpersonal relations | 6.1 | Treat others with respect at all times whilst carrying out duties |
|       |                                  | 6.2 | Deal with situations of potential conflict using basic conflict resolution skills |
|       |                                  | 6.3 | Display diplomacy, tact and discretion when dealing with colleagues in accordance with industry procedures |
|       |                                  | 6.4 | Communicate appropriately with relevant personnel during the completion of tasks in accordance with established procedures |
|       |                                  | 6.5 | Identify any linguistic and cultural differences in communication styles and respond appropriately |

|   | | 6.6 | Apply non-verbal communication to have a positive impact on others in accordance with workplace procedures |
|---|---|---|---|
| 7 | Deal with issues, problems and conflict | 7.1 | Identify issues, problems and conflict encountered in the workplace in accordance with established procedures |
|   | | 7.2 | Seek assistance from workgroup members when issues, problems and conflict arise and where applicable, refer them to the appropriate person |

## RANGE STATEMENT

Responsibilities and duties include:

- code of conduct
- job description and employment arrangements
- skills, training and competencies
- team structures
- supervision and accountability requirements including OSH

Feedback on performance include:

- formal/informal performance appraisals
- obtaining feedback from listeners
- obtaining feedback from supervisors and colleagues
- personal reflective attitudinal strategies
- routine organisational methods for monitoring service delivery

Information to be shared include:

- acknowledging satisfactory performance
- acknowledging unsatisfactory performance
- assisting a colleague
- clarifying the organisation's preferred task completion methods
- encouraging colleagues
- open communication methods

Workgroup members include:

- coach/mentor
- other members of the organization
- peers/work colleagues/team
- supervisor or manager

Support to team members include:

- explaining/clarifying
- helping colleagues
- problem-solving
- providing encouragement
- providing feedback to a team member
- undertaking extra tasks if necessary

Strategies/Opportunities for improvement include:

- career planning/development
- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- performance appraisals
- personal study
- recognition of current competence (RCC)/skills recognition/initial assessment

- workplace hazards, risks and controls

- work experience/exchange/opportunities
- workplace skills assessment

Organisational requirements include:

- goals, objectives, plans, systems and processes
- legal policy/guidelines and requirements
- OSH policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards

Relevant equipment and software include:

- mixing board

- audio vault

- ableton live

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the relevant legislation that affects general media operations, especially in regard to OSH and environmental issues, equal opportunity, industrial relations and anti-discrimination

2. what are the relevant laws and regulation governing the radio industry

3. how to use relevant equipment and software and adapt to continuous technological change

4. why is it important to maintain cooperation and good relationships in the workplace

5. how to relate to people using the principles of group dynamics

6. how to undertake responsibilities and duties in a positive manner to promote cooperation and good relationship

7. how to elicit and interpret feedback from others

8. what is the significance of ensuring fairness in the treatment of individuals and organisations in radio and related output

9. what are the techniques used to develop personal career plans and establish priorities

10. how to identify and prioritise personal development opportunities and options

11. what are the workgroup members' responsibilities and duties

12. what is the importance of demonstrating respect and empathy in dealing with colleagues

13. how to relate to people with diverse backgrounds

14. what is the broadcasting code as it applies to radio

15. what is the role of the statutory authority as it relates to Radio

16. what are the issues of equality and diversity in relation to broadcasting

17. what are the dangers and benefits of surreptitious recording of material

18. when is it necessary to seek legal guidance

19. how to assess potential conflicts of interest

## EVIDENCE GUIDE

**(1)**      **Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

- apply basic knowledge of the current issues which impact on the sector
- comply with the relevant laws and regulation governing the radio industry
- provide support to team members to ensure goals are met
- provide ideas, lend assistance to others and resolve conflicts
- communicate effectively with others within the range of situations required for the job role
- seek and act on feedback from team members
- work effectively as part of a team
- perform all tasks to broadcasting code specifications
- perform all tasks in accordance with standard operating procedures

**(2)**      **Method of Assessment**
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

**(3)** **Context of Assessment**

This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

This unit could be assessed in conjunction with other units in the qualification.

## CI00048: Develop Techniques for Presenting Information on Radio

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to communicate effectively on air.

| ELEMENTS<br>Candidates must be able to: | PERFORMANCE CRITERIA | |
|---|---|---|
| 1  Identify the elements of effective on-air presentation | 1.1 | Listen to a range of radio programs and identify factors that might attract or alienate listeners according to established procedures |
| | 1.2 | Discuss ideas about effective presentation styles with colleagues and/or mentors |
| | 1.3 | Identify factors that foster a positive relationship between presenter and listeners in accordance with industry standards |
| 2  Develop techniques for reading scripted material | 2.1 | Use full vocal range and vary the pace of delivery as an aid in reading scripted material in a natural way |
| | 2.2 | Use loudness and softness as an aid in communicating a message according to established procedures |
| | 2.3 | Break sentences into logical chunks based on content as a way of emphasising key information in accordance with industry procedures |
| | 2.4 | Check and use the correct pronunciation of words according to industry procedures |
| 3  Develop techniques for communicating with listeners | 3.1 | Speak to listeners in a conversational, one-on-one manner according to industry procedure |
| | 3.2 | Use personality to create rapport with listeners according to the national regulatory requirements |
| | 3.3 | Practise moving naturally between short improvised pieces and scripted material |

3.4    Present information in a way that would draw you into the message being conveyed according to standard operating procedures

3.5    Place microphone in an optimum position to achieve correct audio levels, in consultation with relevant personnel

## RANGE STATEMENT

Factors include:

- Presenter's:
    o personality
    o attitude to listeners
    o voice/manner of speaking
    o knowledge of subject matter
    o level of interest in subject matter
    o attitude to interviewees and/or other presenters
    o presentation style
    o program content
    o technical quality

Relevant personnel include:

- broadcasters/presenters
- copy editor
- program producer
- sponsorship manager
- station manager
- technical crew

Scripted material includes:

- community announcements
- intros and outros
- narration
- program promos
- traffic reports
- voice-overs
- weather reports

Correct pronunciation of words include:

- names of countries
- names of people
- names of places
- words in languages other than English.

Improvised pieces include:

- personal opinions
- time calls

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1.  what are the roles and responsibilities of personnel in the radio industry

2.  how to interpret and read aloud short scripted material

3.  how to work collaboratively under the supervision of other broadcasters

4.  how to receive and act on feedback about one's performance

5.  how to communicate effectively

6.  how to form opinions about and discuss on-air presentation styles

7.  how to operate basic audio recording equipment to record practice sessions for the purpose of self-evaluation

8.  what are the occupational issues as they relate to vocal care

9.  what are the characteristics of commonly used studio microphones

10. how to apply a basic understanding of how different  listeners use and listen to radio

11. what is the broadcast jargon used in the industry

## EVIDENCE GUIDE

**1.     Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

- read scripted information in a natural way
- develop techniques for reading scripted material
- develop techniques for communicating with listeners
- perform all tasks to specification

**2.     Method of Assessment**
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be

permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials.

**3.        Context of Assessment**

This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

This unit could be assessed in conjunction with other units in the qualification.

## CI00049:      Present Radio Programs

Unit Descriptor:

> This unit describes the performance outcomes, skills and knowledge required to operate studio equipment and present live-to-air programs in a basic radio studio.

| ELEMENTS<br>Candidates must be able to: | PERFORMANCE CRITERIA |
|---|---|
| 1   Prepare for broadcasts | 1.1   Organise presentation material so that it can be accessed easily during on-air sessions in accordance with station procedures |
| | 1.2   Prepare voice for on-air sessions in accordance with standard operating procedures |
| | 1.3   Confirm that pre-recorded material is available for broadcast prior to commencement of broadcasts |
| | 1.4   Check with outgoing presenter that equipment is fully operational and refer faults or problems to relevant personnel |
| | 1.5   Cooperate with outgoing presenter as required to ensure a smooth transition between programs in accordance with workplace procedures |
| 2   Develop on- air voice | 2.1   Adopt easy, balanced and safe posture for reading and speaking according to standard operating procedures |
| | 2.2   Manage breath in spoken delivery, breathing appropriately and unobtrusively, allowing voice to flow freely in accordance with standard operating procedures |
| | 2.3   Adopt a tone of voice and style of delivery appropriate to the subject matter, programme format, time of day and target audience |
| | 2.4   Articulate words with clarity and energy and varying pace, pitch, volume, power and mood while communicating the intention to listeners |

| 2.5 | Read aloud at sight with assurance and quality in accordance with industry standards |

2.5     Read aloud at sight with assurance and quality in accordance with industry standards

2.6     Adapt delivery to allow for various acoustic environments and different types of broadcast and recording equipment

3     Present programs

3.1     Verify that presentation style is consistent with station, legal and licensing requirements

3.2     Present material and interact with studio guests in a way that engages listeners according to legislative and licensing requirements

3.3     Recover presentation errors and respond to equipment malfunctions with minimum disruption to program flow

3.4     Respond to studio direction as required and in accordance with workplace procedures

4     Wrap up broadcast session

4.1     Time presentation material to allow smooth transition to the following program in consultation with the next presenter

4.2     Save relevant material for archiving and future use according to station procedures

4.3     Complete relevant documentation according to station procedures

4.4     Leave studio in an orderly state for the next presenter in accordance with workplace procedures

4.5     Reflect on own performance during broadcasts and identify areas for improvement

4.6     Seek and receive regular feedback on own performance from your supervisor and production colleagues.

## RANGE STATEMENT

Presentation material include:

- minimal ad-libbing
- music

Equipment  include:

- audio playback equipment
- CD players

- pre-recorded interviews, announcements, sound grabs
- scripted announcements, intros and outros

- computer technology and associated software
- headphones
- microphones
- off-air monitors
- studio panel
- turntables

Relevant personnel include:

- producers
- station managers
- technical staff/volunteers

Presentation styles include:

- comic
- conversational/casual
- dramatic
- serious

Documentation include:

- production schedule
- equipment fault reports

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the issues and challenges that arise in the context of presenting programs on air
2. what are the roles and responsibilities of personnel involved in the production process
3. how to work cooperatively with others in a broadcasting environment
4. what are the relevant laws and regulations governing the broadcasting industry
5. what are the problems that may arise in an "on air" studio situation and how to apply problem solving skills to solve such problems
6. how to use self management skills to present and wrap up a live broadcast within the allocated time
7. what are radio conventions
8. what is the structure of an "on-air" radio presentation
9. how to read simple scripted material and complete routine workplace documentation
10. how to time presentation material to fit within the allocated program time
11. what are the Occupational Safety and Health (OSH) requirements as they relate to the operations of a radio station
12. how to maintain easy, balanced and safe posture, and the benefits of doing so

13. what is the relationship between breathing and voice production
14. how to develop vocal dexterity – such as controlling pace, pause, phrasing, intonation, tone and mood – to hold attention
15. what are the effects of different tones and styles of delivery and their impact on listeners
16. how to take care of the voice and keep it healthy, as well as, how to recognise the warning signs of problems or damage and how to manage them
17. what is the significance of vocal style and delivery in relation to the recording process and to microphones, acoustic environment and location

## EVIDENCE GUIDE

**(1)      Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

- integrate a number of different tasks simultaneously
- present information "on air"  in a conversational and natural way
- apply knowledge of radio conventions
- comply with the relevant laws and regulations governing the broadcasting industry
- perform all tasks to specification

**(2)      Method of Assessment**
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

**(3)      Context of Assessment**
This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

This unit could be assessed in conjunction with other units in the qualification.

CI00050:                    Conduct Radio Interviews

Unit Descriptor:

> This unit describes the performance outcomes, skills and knowledge required to plan, prepare and conduct radio interviews for broadcast.

| ELEMENTS Candidates must be able to: | PERFORMANCE CRITERIA | |
|---|---|---|
| 1    Plan and prepare for interviews | 1.1 | Identify the main purpose of the interview and factors that may affect how the interview is conducted in accordance with industry procedures |
| | 1.2 | Identify and locate appropriate persons to interview taking into account the need for balance and a mix of views where necessary |
| | 1.3 | Confirm the relevance and authority of interviewees by checking background facts and personal details in accordance with industry procedures |
| | 1.4 | Research relevant topics by reading and making notes from a range of information sources |
| | 1.5 | Develop, and organise in a logical sequence, questions that elicit information relevant to the topic |
| | 1.6 | Refine questions by anticipating answers interviewees may give in accordance with workplace procedures |
| | 1.7 | Seek expert advice on issues that could result in a breach of laws or regulations in accordance with established procedures |
| | 1.8 | Develop the line of questioning by discussing issues with relevant personnel |
| | 1.9 | Rehearse interviews according to standard operating procedures |
| | 1.10 | Brief interviewees clearly, fully and courteously on the proposed lines of questioning and on the contribution |

expected from them

1.11   Verify that  the interviewee understands what is expected and deal sensitively with any questions in accordance with industry procedures

2     Conduct interviews                 2.1    Establish an atmosphere that elicits the best possible response from interviewees

2.2    Adopt an interview style appropriate to one's objectives, interviewee and target audience in accordance with station, legislative and licensing requirements

2.3    Introduce interviewees and follow prepared line of questioning according to approved procedures

2.4    Listen carefully to each interviewee and follow up on their answers according to standard operating procedures

2.5    Clarify information assumed by interviewees, specialist terms and/or expressions used for listeners according to workplace procedures

2.6    Recover presentation errors and respond to equipment malfunction with minimum disruption to flow of interview, where required

2.7    Recap the topic for listeners who may not have heard the start of the interview in accordance with standard operating procedures

2.8    Liaise closely at all times with any relevant members of the production and technical teams and ensure that relevant personnel are briefed appropriately

2.9    Wrap up interviews in the given time frame and thank interviewees for their contribution according to approved procedures

3     Evaluate own performance           3.1    Review interviews and note areas for improvement according to relevant standards and competence frameworks

3.2    Seek feedback from relevant personnel on the quality and content of interviews according to established procedures

3.3    Refine interviewing techniques to accommodate own

performance assessment and feedback from colleagues and listeners according to approved procedures

## RANGE STATEMENT

Purpose of the interview may be to:

- delve into a personality
- elicit anecdotal information
- justify, interpret or obtain an opinion/comment
- obtain information/facts
- promote a service or product
- recount a personal experience
- review books, films, plays or artistic works.

Factors include:

- length
- number of interviewees
- personality/public profile of interviewee
- station profile and listener expectations
- style of program
- target audience
- time of day an interview is to be broadcast
- whether an interview will be live to air
- whether an interview will be pre-recorded and edited prior to broadcast

Information sources include:

- colleagues
- commercial enterprises
- enterprise policies and procedures
- federal, state and local government departments
- industry associations and organisations
- industry practitioners and technical experts
- media outlets and the internet
- personal observations and experience
- publications, e.g.:
    o reference books
    o newsletters and magazines
    o specialist technical journals
    o bulletins, press releases and letters
    o manufacturer handbooks, manuals, promotional material

Types of questions include:

- basic, e.g. what, who, where, why, how
- clarifying
- close-ended
- hypothetical
- leading
- open-ended

Laws and regulations include:

- broadcasting codes of practice

Relevant personnel include:

- content specialists

- contempt of court and parliament
- copyright
- defamation
- obscenity
- privacy legislation
- racial vilification

- floor manager
- interviewees
- legal advisers
- other broadcasters
- producer
- program manager
- station manager
- technical crew

Facilities and equipment include:

- portable audio recorder, microphone and accessories
- production studio
- telephone recording booth

Production requirements include:

- budget
- completing documentation, e.g. release forms
- copyright
- deadlines
- location
- program schedule

Interview styles include:

- comical
- conversational/casual
- dramatic
- objective
- probing/challenging
- psychological
- serious
- supportive

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the different types of interviews and their differing requirements- such as live or recorded, studio or location

2. what is the difference between conducting planned and spontaneous interviews

3.  what are the different types of interviewing styles

4.  what are the uses of both open ended and close ended questions

5.  how to prepare questions designed to give coherent, revealing, incisive or entertaining answers

6.  how to prepare for an interview, including how to ask questions clearly and confidently, how to anticipate questions and how to predict the interviewee's answers

7.  what is the importance of maintaining eye contact and of using correct body language when conducting face-to face interviews

8.  how to project a positive and professional image on air

9.  how to communicate effectively

10. how to work collaboratively as a member of the production team

11. how to receive and act on feedback about one's performance

12. how to work under pressure and meet deadlines

13. what are the issues and challenges that may arise whilst conducting interviews live on air

14. what are the roles and responsibilities of production team members

15. what is the broadcast jargon used in the industry

16. what is the relevant legislation and broadcasting codes of practice

17. what are  the consequences of breaching laws and regulations that apply to broadcasting

18. how to identify and seek expert advice on issues that could lead to legal action

## EVIDENCE GUIDE

**(1)    Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

- apply interviewing and communication techniques
- plan and prepare for interviews
- interview persons on a range of topics
- conduct planned lines of questioning with confidence
- comply with the relevant laws and regulation governing the broadcasting industry
- perform all tasks to specification

**(2)    Method of Assessment**

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

**(3)    Context of Assessment**

This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

This unit could be assessed in conjunction with other units in the qualification.

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CI00051:            Collect and Organise Content for Broadcast

Unit Descriptor:

> This unit describes the performance outcomes, skills and knowledge required to compile routine information for broadcast.

| ELEMENTS Candidates must be able to: | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1 | Locate information | 1.1 | Confirm information requirements with relevant personnel according to industry procedures |
| | | 1.2 | Access information sources relevant to production requirements according to approved procedures |
| | | 1.3 | Check credibility and reliability of information sources in line with legal obligations and employer's code of conduct |
| | | 1.4 | Refer material that could result in a breach of laws and regulations to relevant personnel |
| | | 1.5 | Obtain information in a culturally appropriate way according to standard operating procedures |
| 2 | Organise information | 2.1 | Select items that meet production requirements in accordance with workplace procedures |
| | | 2.2 | Highlight key sections of written information to assist with the writing of scripts or narration |
| | | 2.3 | Write brief notes about information that has been gathered verbally according to station requirements |
| | | 2.4 | Submit information to relevant personnel within the agreed timeframe according to industry procedures |
| 3 | Maintain information sources | 3.1 | Maintain and continually update a database of information sources and contacts according to workplace procedures |
| | | 3.2 | File information so that it can be retrieved easily in the future according to station procedures |
| | | 3.3 | Monitor information sources to maintain currency of |

information in line with production requirements

3.4    Share updated knowledge with colleagues and incorporate into day-to-day work activities

3.5    Use feedback from colleagues to improve future information collection processes in accordance with workplace procedures

## RANGE STATEMENT

Information requirements include background information on:

- current events
- interviewees
- music
- any topic to be covered in a broadcast

Information sources include:

- broadcast news and current affairs
- colleagues
- nongovernmental organisations
- government departments
- industry professional associations
- industry
- internet
- literature
- people involved in events
- personal observations and experience
- print media
- reference material in libraries, museums and galleries

Productions include:

- broadcast news and current affairs
- interactive media products
- live events and performances
- music programs
- print publications
- special interest and variety programs
- talkback programs
- websites

Laws and regulations include:

- broadcasting codes of practice
- contempt of court
- copyright
- defamation
- obscenity
- privacy legislation
- racial vilification

Relevant personnel include:

- broadcasters
- clients
- community representatives
- directors
- editorial staff
- legal advisers
- performers
- producers
- production managers
- program managers
- reporters
- sales representatives
- specialist staff
- station managers
- supervisors
- volunteers' coordinators
- writers

Databases include:
- electronic, on a network
- electronic, on own computer
- manual, e.g. on index cards

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the issues and challenges that arise when collecting and organising content for broadcast

2. what are the relevant and current sources of information on the industry

3. how to observe protocol when gathering information of a culturally sensitive nature

4. how to search efficiently for information on the internet and use word processing applications

5. how to collect and review information on a given topic

6. how to work under pressure and meet deadlines

7. how to communicate effectively

8. how to work cooperatively as a team member

## EVIDENCE GUIDE

**(1)     Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

- locate information
- gather information on a range of topics from reliable sources within given timeframes
- organise information
- perform all tasks to specification

**(2)     Method of Assessment**
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

**(3)     Context of Assessment**
This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

This unit could be assessed in conjunction with other units in the qualification.

CI00052:          Present Information On-Air

Unit Descriptor:

This unit describes the skills and knowledge required to develop the basic presentation techniques to communicate and broadcast scripted information to an audience while managing audio outputs for any radio production.

| ELEMENTS<br>Candidates must be able to: | PERFORMANCE CRITERIA |
|---|---|
| 1    Prepare for the presentation | 1.1    Determine and establish the main production requirements of the presentation according to standard operating procedures |
| | 1.2    Document and organise all the information gathered from various sources in a format that will be easy to present |
| | 1.3    Prepare voice to meet production requirements |
| | 1.4    Check that all the equipment is fully operational according to industry requirements, station procedures and manufacturer's instructions and specifications |
| 2    Manage audio outputs | 2.1    Ensure that extraneous sounds not intended to be broadcast is not aired in accordance with standard operating procedures |
| | 2.2    Check that presentation material is played according to the production requirements |
| | 2.3    Check that time-out durations are consistent with production requirements |
| 3    Present the information | 3.1    Verify that presentation style is consistent with station, legislative and licensing requirements |
| | 3.2    Present material in an appropriate manner that ensures audience understanding according to industry requirements |
| | 3.3    Pronounce words to meet current industry standards |

# RANGE STATEMENT

Types of production include:

- music programs
- talkback programs
- special interest and variety programs
- news and current affairs
- live events and performances

Information sources include:

- electronic media
- reference books
- libraries
- unions
- industry associations and organisations
- industry journals
- publications - newsletters, magazines, bulletins, journals and letters
- computer data, including the internet
- occupational health and safety laws, regulations, journals
- personal observations and experience
- discussions with current industry practitioners
- discussions with manufacturers - technical and sales personnel
- specialist technical publications
- manufacturers' handbooks, manuals, promotional material
- television
- advertising
- record companies
- public relations companies
- publishers

Production requirements include:

- duration
- style
- content
- budget
- deadlines
- location
- audience
- purpose
- contractual
- confidentiality

Appropriate personnel include:

- producers
- program directors
- writers
- station managers
- broadcasters
- interviewees
- clients/customers
- sales representatives
- performers
- community representatives

- intellectual property
- copyright
- schedule
- direct quotes
- attributions
- interviews

- other technical staff
- other specialist staff

Target audience requirements include:

- understanding
- key points of interest
- full coverage

Station requirements include:

- broadcast law including defamation legislation
- broadcast codes of practice
- broadcast standards
- station policy
- ethical standards

Presentation styles include:

- comic
- serious
- dramatic
- conversational/casual

Appropriate manner include:

- articulation
- enunciation
- inflection
- adequate pauses
- tone of voice
- pace
- mood

Presentation material include:

- music
- news
- commercials
- interviews
- telephone calls
- dedications

Equipment requirements include:

- microphones
- audio recording equipment
- headphones
- turntables
- computer technology and associated software
- telephones
- mobile phones

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## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:
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1.  what are the principles and practices of presenting scripted material for audio transmission

2.  how to read and interpret documentation

3.  what are effective communication techniques including effective listening, questioning and non-verbal communication

4.  what are the relevant organisational and/or legislative occupational health and safety requirements

5.  how to communicate effectively

6.  how to work cooperatively as a team member

7.  how to pronounce words accurately

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## EVIDENCE GUIDE
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**(1)     Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

- apply knowledge of effective communication techniques
- apply knowledge of radio conventions
- present information "On-Air"
- comply with the relevant laws and regulation governing the broadcasting industry
- perform all tasks according to industry procedures

**(2)     Method of Assessment**
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be

permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

**(3)    Context of Assessment**
This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

This unit could be assessed in conjunction with other units in the qualification.

CI00053:                    Articulate, Present and Debate Ideas

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge
required to articulate, present and debate ideas.

| ELEMENTS Candidates must be able to: | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1 | Analyse ideas for communication to others | 1.1 | Use key themes, messages and positions to aid in clarity of thought and presentation |
| | | 1.2 | Reflect on different ways of communicating ideas for different purposes and to different people in accordance with industry procedures |
| | | 1.3 | Identify the enabling skills and attributes of individuals who can effectively participate in discussions about ideas |
| 2 | Provoke response and reaction | 2.1 | Use different techniques to engage, fascinate and involve others in the process of communication and exchange according to standard operating procedures |
| | | 2.2 | Explore the ways that storytelling can be used to communicate ideas according to industry procedures |
| | | 2.3 | Create innovative approaches to different communication challenges in accordance with workplace procedures |
| | | 2.4 | Identify specific ways to provoke and encourage response in particular individuals or groups in accordance with workplace procedures |
| 3 | Debate and discuss ideas | 3.1 | Present and argue substantiated positions on ideas according to industry procedures |
| | | 3.2 | Analyse critically own ideas and the ideas of others in accordance with workplace procedures |
| | | 3.3 | Identify and participate in conversations that challenge and explore different concepts and approaches, and generate new ideas |

3.4     Respond to questions about ideas with confidence and relevant information in accordance with industry procedures

3.5     Appraise the views of others, and use it  to refine ideas and to embrace new ideas in accordance with standard operating procedures

## RANGE STATEMENT

Key themes, messages and positions relate to:

- essence of the idea
- influences on the idea
- relationship of idea to established tradition or practice
- relationship of idea to new and emerging technology
- problems and challenges with the idea
- reasons why the idea should be supported
- selling a creative team
- selling creative ideas
- selling self as a creative person
- way the idea was developed
- who had developed the idea and why

Different ways of communicating ideas include:

- aural
- group presentation/pitch
- in a forum
- in elevators
- one-on-one discussion
- on planes
- oral
- remote (e.g. video conferencing)
- visual

Individuals include:

- colleagues
- community members
- friends
- gallery owners
- interviewers (media)
- investors
- mentors
- panels
- peers
- students
- supervisors or managers

Different techniques to engage, fascinate and involve others include:

- blogging
- media releases
- multimedia presentations
- music
- photography
- storytelling
- viral marketing
- visual depictions

Innovative approaches to communication challenges involve an ability to:

- get across all key messages in a short time
- present on unfamiliar topic
- respond to impromptu situations
- structure information quickly and effectively

Substantiated positions may be positions which are:

- grounded in appropriate research
- result of rational and logical thought
- subjected to the analysis of others (e.g. peer review)
- supported by relevant information

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. how to use communication skills to present ideas in ways that engage and provoke response, and to debate and discuss potentially complex concepts

2. how to use creative thinking skills to develop responses and new ideas in response to feedback

3. how to apply self management skills to actively seek feedback and to learn from others

4. what are the creative and different ways of expressing and communicating ideas and of making an opportunity pitch

5. what are the different ways in which individuals receive and respond to ideas and information

6. what is the role of storytelling in communicating ideas

7. what are key storytelling techniques

8. how to tailor comments to particular audiences

## EVIDENCE GUIDE

**(1)     Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

- participate in critical debate and generate discussion of ideas
- create presentations that provoke interest and response
- perform all tasks to specification

**(2)      Method of Assessment**
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

**(3)      Context of Assessment**
This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

This unit could be assessed in conjunction with other units in the qualification.

## CI00054:        Give Listeners a Positive Impression of One's Self and One's Organisation

Unit Descriptor:

> This unit is about communicating with listeners and giving a positive impression of one's self and one's organization when dealing with callers.

| ELEMENTS<br>Candidates must be able to: | PERFORMANCE CRITERIA | |
|---|---|---|
| 1   Establish relationships with listeners/callers | 1.1 | Greet listeners/callers in a way that will make them feel welcome according to industry standard |
| | 1.2 | Communicate with listeners/callers in a way that makes them feel valued and respected |
| | 1.3 | Identify and confirm the needs and expectations of listeners/callers, where applicable, and in accordance with approved procedures |
| | 1.4 | Keep callers/listeners informed and reassured according to standard operating procedures |
| 2   Communicate to callers/listeners | 2.1 | Select an appropriate way of communicating with listeners/callers to suit their individual needs in accordance with the broadcasting code of conduct |
| | 2.2 | Respond promptly and positively to callers questions and comments in accordance with standard operating procedures |
| | 2.3 | Explain to callers any reasons why their needs and expectations cannot be met, where necessary, and in accordance with industry procedures |

## RANGE STATEMENT

Type of listeners/callers:

- have different needs and expectations
- appear confused
- appear angry
- behave unconventionally

Communication include:

- one-on-one discussions
- using the telephone
- using written (including electronic) methods

Different situations in which a positive impression is created include:

- when dealing with caller's complaints
- when people, systems or resources have let you down
- when dealing with caller's enquiries that contain aspects outside your immediate job responsibilities
- during a busy period
- during a quiet period

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. how to communicate in a clear, polite, confident way and why this is important

2. how would you recognise when a caller/listener is confused, angry or behaves unconventionally

3. what are the products or services of your organisation relevant to your broadcasting role

4. what are the limits of your own authority and when do you need to seek agreement with or permission from others

5. how to respond positively to callers/listeners

## EVIDENCE GUIDE

**(1)     Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

- create a positive impression with listeners and callers
- deal with listeners and callers who have different needs and expectations
- perform all tasks to specifications

**(2)     Method of Assessment**
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

**(3)     Context of Assessment**
This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

This unit could be assessed in conjunction with other units in the qualification.

CI00055:                Develop Own Competencies and Professionalism

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to develop, maintain and upgrade action plans for self-improvement in the workplace.

| ELEMENTS<br>Candidates must be able to: | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1 | Develop action plans for self improvement | 1.1 | Set measurable objectives for one's performance in accordance with workplace procedures |
| | | 1.2 | Set new objectives and review one's performance to ensure continuous improvement |
| 2 | Acquire new skills to improve one's self | 2.1 | Identify new skills that will improve one's effectiveness on the job and develop an action plan to acquire new skills |
| | | 2.2 | Review one's performance after a new skill is acquired in accordance with workplace procedures |
| 3 | Work in a team | 3.1 | Make contributions to meet objectives set for the team in accordance with organizational procedures |
| | | 3.2 | Obtain honest feedback from team members to improve one's contributions |
| 4 | Conduct one's self in an ethical manner | 4.1 | Ensure that respect is shown for other employees' beliefs and points of view in accordance with standard operating procedures |
| | | 4.2 | Demonstrate to supervisor that one can handle responsibilities assigned in accordance with workplace procedures |
| | | 4.3 | Check that actions are not based on personal bias or gain |
| 5 | Demonstrate skills and attitudes needed on the job | 5.1 | Report to work and complete activities in a timely fashion |
| | | 5.2 | Ensure that respect is shown for supervisor and follow instructions to the best of your ability |
| | | 5.3 | Use communication skills needed for the job in accordance with workplace procedures |

## RANGE STATEMENT

Communication skills include :

- verbal communication
- written communication
  - o  writing job applications
  - o  completing personnel forms
- non verbal communication

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. why and how to plan activities to improve your skills
2. how to keep records of personal development activities
3. why and how to review your own performance
4. what is a working relationship
5. how to establish and maintain a working relationship
6. why are working relationships important
7. what is the code of conduct in the workplace
8. why is it important to observe the code of conduct

## EVIDENCE GUIDE

**(1)      Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

- develop action plans for own self improvement
- provide support to team members to ensure goals are met
- communicate effectively
- develop action plans to acquire new skills
- perform all tasks to specification

**(2)     Method of Assessment**

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

**(3)     Context of Assessment**

This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

This unit could be assessed in conjunction with other units in the qualification.

CI00056:                    Write Scripts

Unit Descriptor:

> This unit describes the performance outcomes, skills and knowledge required to write scripts for a wide range of creative productions or projects.

| ELEMENTS<br>Candidates must be able to: | PERFORMANCE CRITERIA | |
|---|---|---|
| 1   Prepare to write scripts | 1.1 | Evaluate existing narrative form in preparation for developing scripts for specified productions |
| | 1.2 | Identify audience, purpose, and requirements for genre, structure and format according to industry procedures |
| | 1.3 | Evaluate script concepts and ideas, narrative and structural framework in relation to stipulated source material , as required |
| | 1.4 | Review, discuss and obtain feedback about narratives from relevant personnel  in accordance with workplace procedures |
| | 1.5 | Establish criteria to provide an effective measure of the success of scripts in their context in accordance with industry guidelines |
| 2   Write draft scripts | 2.1 | Develop scripts using a range of appropriate script-writing tools and techniques in accordance with standard operating procedures |
| | 2.2 | Use collaborative techniques to refine and redraft scripts until they meet creative and artistic requirements |
| | 2.3 | Verify that factual information is accurate and relates to the results of research and agreed existing narrative, as required |
| | 2.4 | Check that  final drafts of scripts meet stipulated production and performance requirements |
| 3   Produce final scripts | 3.1 | Document and incorporate feedback from relevant personnel in accordance with workplace procedures |

3.2     Evaluate draft scripts against criteria established at the
outset to determine whether production requirements are
met

3.3     Make final adjustments to scripts in accordance with
workplace guidelines and submit to relevant personnel by
agreed deadlines

## RANGE STATEMENT

Productions include:

- advertisements/commercials
- animation
- children's television or films
- corporate and training films and videos
- documentaries
- experimental films
- feature films and videos
- film and television adaptations
- interactive digital media
- live events and performances:
  - sketch comedy
  - short plays
  - extended performance pieces
  - corporate launches or presentations
- radio dramas and performance pieces
- short films and videos
- television comedies, such as situation or
  sketch comedy
- television series, serials and miniseries

Genre includes:

- film:
  - thriller
  - horror
  - road movie
  - romance
  - science fiction
  - action
  - western
  - comedy
  - film-noir
  - crime
  - historical
  - cinema verite
  - documentary
- television:
  - police series
  - prison series
  - comedy
  - historical series
  - family series
  - documentary

Structure includes:

- major and minor character emphasis and
  development
- opening plans
- point of view
- subplots
- transitions

Format includes:

- corporate production script
- film script
- interactive digital media script, including:
  - games
  - e-learning resource
- live performance script

- turning points

- radio performance script
- television episode script

Source material includes:

- a range of ideas for the design of stories that have been generated and explored using techniques, such as:
    - role-playing
    - making analogies
    - looking at the subject from different viewpoints
    - innovation
    - inspiration
    - imagination
    - life experience
    - actual events and facts
    - existing narrative material
    - other media
    - travel
    - observation
- client brief
- comics
- feature articles or other non-fiction material
- games
- interviews
- literary, film, television or digital stories
- novellas
- novels
- plays
- researched archival material
- short stories

Relevant personnel includes:

- broadcasters
- clients
- directors
- funding bodies
- interactive digital media technical staff
- performers
- producers
- script editors
- story liners
- writers
- other technical/specialist staff

Script writing tools and techniques include:

- condensing character, time, location and plot within requirements of production
- consistency of:
    - character portrayal
    - plot
    - style and attitude
    - structure
    - impact
    - language

Collaborative techniques include:

- incorporating and documenting creative input and feedback within production teams or projects
- negotiation and mediation with other members of the creative team, including:
    - story liners
    - script editors
    - concept developers
    - technical and production team

- experimental techniques:
  - abstraction
  - ellipses
  - symbol
  - metaphor
  - tone
  - myth
  - archetype
  - atmosphere
- generating material consistent with selected genres
- linear and non-linear storytelling
- point of view
- sustaining audience attention
- sustaining essential narrative, performative and promotional elements
- sustaining themes
- use of sound
- use of subtext and resonance
- use of visual motifs, symbols and metaphors

members
- team scheduling and planning
- using effective interpersonal communication techniques, including:
  - questioning and listening
  - non-verbal communication
  - conflict resolution

Production and performance requirements include:

- audience requirements
- budget requirements
- content
- legal issues:
  - copyright
  - intellectual property
  - confidentiality
  - contracts
- OHS issues
- purpose
- scheduling
- sign-offs and approval processes
- style
- technical requirements
- timing or duration
- venue requirements.

Feedback includes:

- collaborative team conferencing
- creative and production team meetings
- mapping
- scene breakdown
- script conferencing
- workshop feedback

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. how to interpret and clarify briefs, production documentation and feedback
2. how to present draft scripts to team members and respond positively to constructive feedback
3. how to apply correct grammar, spelling and punctuation
4. how to analyse genre, audience and purpose
5. how to apply redrafting skills
6. how to negotiate outcomes through use of appropriate assertive strategies
7. how to work as a member of a team in writing scripts to time and budget
8. how to use standard word processing applications with appropriate industry-specific formatting:
9. how to prioritise work tasks and meet deadlines
10. how to develop clear goals, outlines and outcomes
11. how to improve performance and product through self-reflection and redrafting after feedback
12. how to develop original, innovative and creative approaches in the script-writing process
13. how to experiment with narrative styles and elements to develop a creative long-term vision
14. how to extend creative boundaries for self and audience
15. how to find creative solutions to problems identified during the process of obtaining feedback
16. how to locate and use resources to broaden own creative experience
17. what are the issues and challenges that arise when writing scripts
18. what are the roles and responsibilities of production or project team members
19. what storytelling techniques to apply to screen, media, performance and text contexts
20. how to apply script writing narrative, structure and formats appropriate to genre and production methods
21. what are the copyright and intellectual property requirements as they relate to developing scripts for productions or cultural industry projects

## EVIDENCE GUIDE

**(1)     Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

- write scripts for a range of creative projects by agreed deadlines
- apply interpersonal communication techniques
- apply knowledge of copyright and intellectual property issues in relation to script writing
- perform all tasks to specification

**(2)    Method of Assessment**

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

**(3)    Context of Assessment**

This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

CI00057:            Promote, Products and Services

Unit Descriptor:

> This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

| ELEMENTS<br>Candidates must be able to: | | PERFORMANCE CRITERIA |
|---|---|---|
| 1 | Plan promotional activities | 1.1 Identify and assess promotional activities to ensure compatibility with organisational requirements |
| | | 1.2 Plan and schedule promotional activities according to the marketing needs of the organisation |
| | | 1.3 Determine overall promotional objectives in consultation with designated individuals and groups |
| | | 1.4 Ensure that time lines and costs for promotion of activities are realistic and consistent with budget resources |
| | | 1.5 Develop action plans to provide details of products and services being promoted |
| 2 | Coordinate promotional activities | 2.1 Check that  personnel and resources to support promotional activities are identified and prepared to facilitate the achievement of promotional goals in accordance with workplace procedures |
| | | 2.2 Identify and agree roles and responsibilities for delivery of promotional services and allocate to relevant personnel |
| | | 2.3 Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation |
| | | 2.4 Assist in the implementation of promotional activities using networks |
| 3 | Evaluate promotional activities | 3.1 Analyse audience feedback and data to determine  the impact of the promotional activity on the delivery of products and services |
| | | 3.2 Assess effectiveness of the planning processes to identify improvements in future activities in accordance with industry requirements |

3.3    Collect feedback and disseminate to personnel and agencies involved in promotional activity in accordance with workplace procedures

3.4    Analyse costs and time lines to evaluate the benefits accruing from the promotional activities in accordance with workplace procedures

3.5    Prepare recommendations and provide constructive advice on future directions of promotional activities in accordance with industry requirements

## RANGE STATEMENT

Promotional activities include:

- advertisements
- client functions
- employee functions
- media announcements
- product launches
- web pages

Organisational requirements include:

- access and equity principles and practices
- confidentiality and security requirements
- defined resource parameters
- ethical standards
- filing and documentation storage processes
- goals, objectives, plans, systems and processes
- legal and organisational policies, guidelines and requirements
- OSH policies, procedures and programs
- payment and delivery options
- pricing and discount policies
- quality and continuous improvement processes and standards
- quality assurance and/or procedures manuals
- refund policy and procedures
- responsibility for products or services

Designated individuals and groups include:

- colleagues
- committees

Personnel and resources include:

- management
- marketing funds

- customers
- external organisations
- line management
- supervisor

- organisational personnel
- promotional products
- samples
- technology
- time
- venue

Roles and responsibilities include:

- job description and employment arrangements
- codes of conduct
- marketing plans
- organisation's policy relevant to work role
- skills, training and competencies
- supervision and accountability requirements including OSH
- team structures

Networks include:

- company
- customer
- internal
- media and promotional
- professional
- social

Feedback includes:

- customer/client response
- employee data
- sales orders
- market share data
- focus groups

## UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. how to read a variety of texts, to prepare general information and papers

2. how to write formal and informal letters according to target audience

3. how to select and use technology appropriate to task

4. how to manage contingencies in promotional activities

5. how to analyse data and compare time lines and promotional costs against budgets

6. what are the planning processes for organising promotional activities

7. how to develop a budget

## EVIDENCE GUIDE

**(1) Critical Aspects of Evidence**
Evidence should include a demonstrated ability to:

- design and deliver promotional presentations
- present and advocate promotional strategies
- assess and report on customer satisfaction
- perform all tasks to specification

**(2) Method of Assessment**
Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, codes, standards, manuals and reference materials

**(3) Context of Assessment**
This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually or as part of a team.

## CI00058:                Craft Personal Entrepreneurial Strategy

Unit Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity

| ELEMENTS<br>Candidates must be able to: | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 1 | Demonstrate knowledge of the nature of entrepreneurship | 1.1 | Concepts associated with entrepreneurship are clearly defined |
| | | 1.2 | Factors which influence entrepreneurship in and outside of the country are correctly identified and explained |
| | | 1.3 | The importance of entrepreneurship to economic development and employment is explained clearly |
| | | 1.4 | The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format. |
| | | 1.5 | Differences between wage employment and entrepreneurial ventures are correctly stated. |
| 2 | Identify and assess entrepreneurial characteristics | 2.1 | Relevant research is carried out and required entrepreneurial characteristics identified. |
| | | 2.2 | Entrepreneurial characteristics identified are assessed and ranked. |
| | | 2.3 | An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated |
| | | 2.4 | Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified. |
| 3 | Develop self-assessment profile | 3.1 | Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used. |

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| | | 3.2 | The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated. |
| | | 3.3 | Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained. |
| 4 | Craft an entrepreneurial strategy | 4.1 | A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed. |
| | | 4.2 | Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined |
| | | 4.3 | Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews. |
| | | 4.4 | Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed. |
| | | 4.5 | Goals established are specific and concrete, measurable, relate to time, realistic and attainable |
| | | 4.6 | Priorities, including identifying conflicts and trade-offs and how these may be resolved are established. |
| | | 4.7 | Potential problems, obstacles and risks in meeting goals are identified. |
| | | 4.8 | Specified action steps that are to be performed in order to accomplish goals are identified. |
| | | 4.9 | The method by which results will be measured is indicated |
| | | 4.10 | Milestones for reviewing progress and tying these to specific dates on a calendar are established |
| | | 4.11 | Sources of help to obtain resources are identified |
| | | 4.12 | Evidence of the ability to review process and periodically revise goals is demonstrated |

## RANGE STATEMENT

Concepts include:
- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors include:
- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

Pitfalls include:
- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

## UNDERPINNING KNOWLEDGE AND SKILLS
Candidates must know:

1. what are the personal entrepreneurial profile systems
2. what are effective management systems: marketing, operations/productions, finance, administration,  law
3. how to measure feedback
4. what methods are used for developing a personal plan and a business plan
5. what is the difference between entrepreneurial culture and management culture
6. how to determine barriers to entrepreneurship
7. how to minimize exposure to risk
8. how to exploit any available resource pool
9. how to tailor reward systems to meet a particular situation
10. how to effectively plan and execute activities
11. how to use computer technology to undertake assessments

## EVIDENCE GUIDE

**(1) Critical Aspects of Evidence**

Evidence should include a demonstrated ability to:

- develop an orchestrated plan in order to effectively pursue the business concept
- perform all tasks according to established procedures
- report problems according to established procedures

**(2) Method of Assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials

**(3) Context of Assessment**

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.