Course Guide

Graduate Diploma in Radio and Podcasting

2022

AFTRS

Contents

Section 1: Key Information

Overview of the Course Guide

This Course Guide is structured in four sections and is intended to cover all aspects of the Graduate Diploma in Radio and Podcasting (GDRP). The guide provides transparency on the structure of the course, expectations of students and staff and support through to graduation and employability in the industry.

Section 1 provides key information on the structure and expectations of the course, such as time commitment and learning responsibilities.

Section 2 focuses on the structure and content of the postgraduate degree program. Here you will be able to gain a clear understanding of the degree and how and why we teach the way we do.

The AFTRS approach to Teaching and Assessment is covered in Section 3. Here, there is a detailed explanation of AFTRS' assessment strategy, policy and process.

Key Course Information

Course Name

Graduate Diploma in Radio and Podcasting

Course Level

Undergraduate (AQF8)

Credit Points

48

Course Duration

One year, full-time; or two years, part-time

Weeks per Year

32

Mode of Delivery

On campus, blended and online delivery modes

Graduate Capabilities

For the Graduate Diploma in Radio and Podcasting (GDRP), AFTRS has identified the following capabilities to equip graduates for a role within the broadcasting sector in Australia. They are:

1. Creative storytellers who are curious, imaginative, innovative and culturally aware, capable of originating and producing meaningful audio stories to engage audiences.

2. Highly skilled practitioners with deep specialist knowledge, who confidently and proficiently apply their craft in the pursuit of excellence.

3. Critical thinkers with the capability to synthesise knowledge and information, who are independent decision-makers and problem-solvers.

4. Entrepreneurs with an eye for opportunities, business skills and knowledge of industry who build sustainable careers consistent with their core values.

5. Ethical Collaborators with the ability to communicate effectively within and across disciplinary boundaries who contribute to the realisation of shared visions.

Course Learning Outcomes

By the end of this course, students will be able to:

o   Research, analyse and evaluate radio, podcast and multiplatform industries locally, nationally and globally

o   Apply advanced technical and creative skills in radio and podcasting to produce compelling, high quality live and pre-produced content for broadcast and online

o   Initiate and implement programming and management strategies to create innovative multimedia content for multiplatform delivery

o   Work effectively, positively and collaboratively in line with current industry practices and standards.

Course Rules

This guide should be read in conjunction with other key AFTRS documents:

o   Semester Outlines

o   Student Handbook

o   Fees Schedule

Student policies, procedures and forms can also be found on the AFTRS website.

Credit Point Structure

	Subject Code	Credit Point

Full time delivery mode

	Subject Code	Credit Point
	(RADI1013) Advanced Concepts of Radio	6
	(RADI1014) Collaborative Broadcast 1	6
Semester 1	(RADI1015) Reaching Radio Audiences Across Multiple Platforms	6
	(RADI1016) Collaborative Broadcast 2	6
	(RADI1017) Radio Content: Reach and Relevance	6
	(RADI1018) Collaborative Broadcast 3	6
Semester 2	(RADI1019) The Innovative Business of Radio	6
	(RADI1020) Collaborative Broadcast 4 SCRN1033	6

Part-time delivery mode

	Subject Code	Credit Point
Semester 1	(RADI1013) Advanced Concepts of Radio	6
	(RADI1014) Collaborative Broadcast 1	6
Semester 2	(RADI1015) Reaching Radio Audiences Across Multiple Platforms	6
	(RADI1016) Collaborative Broadcast 2	6
Semester 3	(RADI1017) Radio Content: Reach and Relevance	6
	(RADI1018) Collaborative Broadcast 3	6
Semester 4	(RADI1019) The Innovative Business of Radio	6
	(RADI1020) Collaborative Broadcast 4	6

Volume of learning

The volume of learning for the GDRP specifies that there are 10 hours of contact for every credit point, with an additional 14 hours of self-directed learning for each credit point.

Contact hours: 480
SDL hours: 672

Total hours: 1152

Section 2: Structure & Content

Course Rationale

AFTRS' Graduate Diploma in Radio and Podcasting is designed specifically to meet the needs of the Australian radio and podcast industry and is firmly based in practical craft development. The course is structured around analysis of broadcast, podcast, online and multi-platform theory. You will learn about current practices and future trends in radio and podcasting and graduate qualified to work in commercial or public radio.

The aims of this course are to give students:

○ Preparation for careers as radio, podcast and multi-platform professionals

○ Practical craft development balanced with theoretical frameworks

○ Critical thinking skills to evaluate complex problems in order to connect with audiences

○ Core knowledge and skills in collaboration, content development, broadcast, new and emerging platforms

Links With Industry

The GDRP is developed in collaboration with industry leaders in Radio and Podcasting, tertiary education, The Head of Radio, Radio teaching team and AFTRS Industry Advisory Groups.

The content of our courses changes each year to align with industry and the anticipated needs of the future. We work with and consult industry leaders, to ensure what we are teaching is setting our students up for existing and future employment opportunities. As a result, the content of the course changes each year slightly, to hit these opportunities.

Teaching and mentoring is undertaken by radio and podcast industry professionals, drawing from the latest industry practices and placing emphasis on emerging opportunities. In addition to your Head of Discipline and Radio and Podcast teaching team, a variety of specialist guest lecturers and speakers will share their expertise with you, through workshops, specialist classes and Q&A sessions throughout the program.

As a result, the curriculum aligns with current industry practice and the learning outcomes are aligned with industry best-practice across the screen and broadcast sectors. The course content is also reviewed regularly by AFTRS' Industry Advisory Groups to ensure that it remains at the forefront of innovative industry practice. As such, during the course of the program, students will participate in a professional placement in their discipline to gain real- world experience and understanding of their chosen craft.

Leadership and Collaboration Skills

Building a sustainable career in the creative industries requires more than conceptual grounding and craft skills. A crucial part of professional practice is the development of broad and adaptable skillsets. These are a core set of leadership skills which transcend specific job roles.

We break down these professional leadership skills into the following categories:

o   Advanced decision-making skills to resolve complex issues taking into account a range of creative, professional, and ethical considerations

o   The ability to act with autonomy, resilience and vision in planning and realising tasks at a professional level

o   Synthesise a critical evaluation of leadership strategies and individual core values and vision to inspire and empower collaborators

Cultural Competency

Becoming a student at AFTRS, you are placing yourself among the next generation of creative and cultural leaders. As a storyteller and content creator, you are helping to amplify the nation's story to the world and leave a lasting cultural legacy.

This is both a privilege and a responsibility.

Any national storyteller must first understand the rich diversity of peoples and communities that make up that country – as well as how that country is positioned in relation to the rest of the world. This means that to tell stories that represent Australia and what it is to be Australian, means developing an awareness of the cultural diversity and multiple perspectives that make up Australia.

Cultural competency refers to the necessary attitudes and skills required to work in culturally diverse situations and with people from diverse backgrounds. The 'cultural' aspect of cultural competency is used to include many aspects of life in Australia that we may sometimes take for granted, including but not limited to: race, gender, age, religion, sexuality, socioeconomic status, and disability.

More broadly, cultural competency refers to the ability to contribute to an inclusive and respectful work environment, whether that be in an office, classroom or in studio, and often manifests itself as the capacity to empathise and communicate with those whose attitudes, beliefs and values differ from our own.

Cultural competency, then, is vital when working for clients, with colleagues and in creating content for audiences both nationally and internationally. This is because of the way we find and tell stories and represent people is important – and never more so than in the 21st century media industries.

Indigenous Content

Because of the place that Aboriginal and Torres Strait Islanders hold as the First Peoples of Australia, special attention is paid to weaving Indigenous content throughout the Graduate Diploma in Radio and Podcasting. Our aim is not to place one or two sessions into the course that tick boxes, but to blend this content into everything we do.

The Indigenous content we deliver on the course has been consulted on with the Indigenous Unit, as is best practice to do. AFTRS Radio and Podcasting refers to the Listen, Learn, Respect: Indigenous Cultural Protocols and Radio & Podcasting principles throughout the course, which are available in Moodle. Students are required to apply these protocols when dealing with Indigenous content.

Collaborative Broadcasts & Real-World Exposure

The GDRP is a practice-based coursework program with numerous opportunities for students to collaborate on high-level broadcasts throughout the program.

During the course you will collaborate to produce four major live broadcasts. This provides the opportunity to experiment with and realise ideas in a variety of formats, including live-to-air content, audio on demand and audio and visual content for online. You'll develop specific, individual, advanced craft practices, in audio production, program producing, podcasting, announcing, writing, news, online and digital content for social media.

Collaborative Broadcast 1 – 'Show Radio' – The official radio station of The Sydney Royal Easter Show. Country Music Format with a focus on rural, regional, agriculture and farming. A real-world experience within a safe learning environment where students receive mentoring and feedback throughout.

Collaborative Broadcast 2 – '2NRS' – A National Regional Simulation. A Commercial Adult Contemporary format with a focus on regional Australia. This subject explores the role radio and podcasting plays in regional radio markets in Australia. Combining knowledge of regional market programming theory, audience research and innovative content creation and delivery, students will conceptualise a station for a national regional audience.

Collaborative Broadcast 3 – 'AFTRS FM' A Talk, News and Current Affairs format with a focus on Australian Music. This subject challenges students to utilise the creative ideas and advanced craft skills of their team to collaboratively research, design and deliver a radio broadcast for on-air and online. The teams design and deliver the broadcast based on the business models and broadcast laws operating in Australian radio markets. The major emphasis is on news and current affairs and students will be required to consider programming content, station sound and delivery.

Collaborative Broadcast 4 – 'NEXT' National Metro focused station. Format designed by students. Identifying a gap in the market, students will conceptualise a viable station format and apply their professional broadcast and podcast skills and ideas with knowledge of the organisational framework of broadcasting. Designing, managing and producing a station from the ground up, students will have the opportunity to work in a specialist area of their choice and go on a professional work placement in industry.

Your learning and practice will go well beyond the school environment, with learning experiences delivered by commercial networks, ABC and SBS. You will also undertake work attachments applying your new learning. Professionals from all sectors of radio and podcasting, take part in instruction and practice, passing on their knowledge and experience.

The importance of professional practice and adherence to policy, process and guidelines are prioritised throughout AFTRS GDRP productions. While the end goal of is to work together to create great audio stories, and industry ready, it is important to note that the productions themselves are primarily learning experiences. Students are encouraged to see themselves – rather than their productions – as the ultimate artefact that they are crafting. Students can often times put themselves under pressure to produce perfect content, which in turn, stifles creativity. AFTRS provides the perfect opportunity to take risks and make mistakes as, ultimately, it is the student who learns the most rather than creates the best content, who will succeed.

Mentoring & Feedback

Throughout the course you will be allocated time for course related practice and additional mentoring. You are expected to manage your mentoring hours and we recommend that your first mentoring meeting consists of a schedule and agreed plan for mentoring for the relevant semester. We also expect that you will apply feedback to your practice and work at the next available opportunity.

Inherent Requirements

An Inherent Requirement is an academic or non-academic requirement that is essential for students to demonstrate for the successful completion of a course. Inherent Requirements demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course while preserving the academic integrity of the school's learning, assessment and accreditation processes.

For this course you are required to be able to undertake:

Communication tasks

o   Presentations to peers, academics and industry representatives

o   Understand and respond to verbal and written communication at a high level

o   Respectful communication with diverse cohorts on diverse topics

Reflective/creative tasks

o   Create and reflect upon a range of practical creative projects

o   Originate ideas and actualise artefacts within disciplinary contexts

Physical tasks

o   Attend 80% of classes

o   Radio and podcast studio inductions and associated activities including live broadcast shifts of 8 hours each day.

o   Complete mandatory inductions

o   Tidy and clean up studios and work spaces before and after each activity

Intellectual tasks

o   Organise and collect information

o   Synthesise theory and practice

o   Accurately recall information

o   Complete tasks in a safe a timely manner

Interpersonal tasks

o   Comply with the AFTRS Charter of Conduct

o   Demonstrate respectful and safe behaviour at all times

o   Manage conflict and moderate emotions

o   Contribute to a positive learning culture

Students with disability or a chronic health condition may be able to have reasonable adjustments made to enable them to meet these requirements.

Mandatory
Online Training

All students are required to undertake specific
learning modules as part of their course.
The online modules are to be completed as
a condition of your enrolment.

- Indigenous Cultural Competency Program (ICAP)

- WHS Regulatory Framework

- Site Induction

- Radio Studio induction

Section 3: Teaching & Assessment

Course Philosophy

This section details the importance of students developing a deep critical and conceptual understanding of their own creative practice and processes in order to become a leader in their disciplinary field in an ever changing and demanding screen and broadcast sector.

Following the Kolb Cycle of Experiential Learning, we believe that the best way of developing skills, knowledge and understanding is through practice-based learning. At the heart of practice-based learning is the idea that theories (in our context, concepts) are best learnt through testing and experimenting.

Kolb Cycle of Experiential

The course utilises one particular model of practice-based learning, Kolb's experiential learning cycle (1984), as the foundation of its teaching and learning strategy. Experiential learning comprises of a reflective cycle involving a Concrete Experience, Reflective Observation, Abstract Conceptualisation and Active Experimentation. This approach is fostered by both the subject design and industry-based teaching staff and is embedded into the structure of the course

This process of experience, reflective observation, conceptualisation and experimentation form learning cycles through the course, linking one concept to another, scaffolding learning and developing the ability to adapt key principles and theories in different ways. This approach also means that there is never a choice between teaching theory or craft skills, because each constantly reinforces the other.

Central to the GDRP course is the Student Learning Plan that is a bespoke learning agreement between the student and their discipline supervisor to track student learning and foster the reflective learning process.
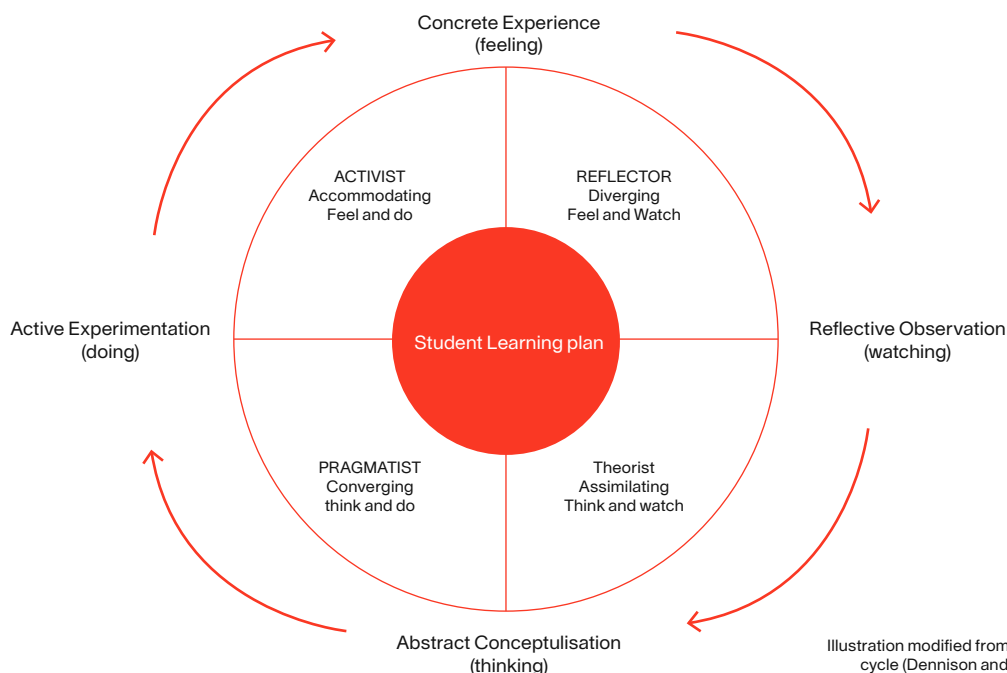

Concrete Experience
(feeling)

ACTIVIST
Accommodating
Feel and do

REFLECTOR
Diverging
Feel and Watch

Active Experimentation
(doing)

Student Learning plan

Reflective Observation
(watching)

PRAGMATIST
Converging
think and do

Theorist
Assimilating
Think and watch

Abstract Conceptulisation
(thinking)

Illustration modified from Kolb's learning cycle (Dennison and Kirk, 1990)

Learning Formats

Assessment Strategy

Lecture: A lecture is a formal presentation by an expert in your subject

Seminar: A seminar is a less formal session where lecturers and students contribute to a discussion at a deeper level in small-group classes.

Studio: Radio and Podcast Studios in the GDRP are a combination of discipline theory and practice, delivered in hands-on, practice-based learning modes designed to give you opportunities to test and experiment with concepts from the lecture as well as generate new ideas. Activities may include research, written exercises and discipline exercises. Radio and Podcast studio sessions are timetabled. The focus is on student-centred learning, and group and individual exercises will be used alongside regular review and reflection.

Directed Learning (DL): Directed means that you are working to a set task with minimal supervision, testing your technical and intellectual ability. This work is structured and will often build towards your assessments. These days are mandatory. They play a crucial part in enabling you to develop your understanding, skills and mastery of your craft.

Self-Directed Learning (SDL): A crucial component of your GDRP course is the work done during SDL sessions or days. Self-directed means that you are working independently, testing ideas and techniques and exploring your own practice. This work may be more or less structured and will often build towards your assessments. These days are mandatory. They play a crucial part in enabling you to develop your understanding, skills and mastery of your craft.

Assessments are designed to ensure that students are able to demonstrate that they have met the course learning outcomes. Good assessments, however, also form part of the teaching and learning experience as well as provide feedback that aids your continued development.

While assessment and specific grades are important, the ultimate objective is to further your learning. It is not unusual for students to receive a lower mark than another student, but to have learnt more than them as a result of challenging themselves and taking risks. This should be celebrated and is one of the important reasons we place so much emphasis on the reflective elements of our assessment.

It is also worth noting that while your career objective may be to master your craft, your objective at the school is to learn how to master your craft. This is a subtle and important difference which often demonstrates itself by giving equal consideration to all of your subjects and assessments.

Types of Assessment

There are two main forms of assessment that are used in the course:

Formative: Ongoing formative assessment is designed to help monitor student learning throughout the subject and provide feedback that enables students to improve their learning. It can occur at any stage of an exercise or project to help identify strengths and weaknesses and address problems. Examples of formative assessment on the course are: Collaborative Broadcasts; Pitch presentations and Mentoring.

Summative: Summative assessment is designed to evaluate student learning at the end of a subject by comparing it against a defined benchmark, such as the Subject Learning Outcomes. It is used to measure student progress at each level and it contributes towards the final grade for the course. Examples of summative assessment on the course are: Audio Portfolio; Feature and Content Pitch.

Learning Outcomes & Marking Criteria

Assessments should be viewed as targeted exercises and tutors are primarily looking at how students demonstrate the subject learning outcomes. The way in which students are asked to demonstrate the learning outcomes for that particular assessment are described in the marking criteria and the rubrics that are supplied in the semester outlines.

Because of this, it is important that students familiarise themselves with the marking criteria and rubrics. A piece of work may be excellent, but if it is not demonstrating the learning required, as outlined in the briefs, then it will not receive a good mark.

Learning outcomes and marking criteria are often densely written in order to convey complex concepts and levels of learning. It is important to note that the process of understanding the learning outcomes and marking criteria cannot be separated from the process of learning itself.

If you are unsure about the meaning of learning outcomes and marking criteria, it is your responsibility to discuss with your tutor to help you "unpack" them.

Assessment Structure

Scaffolding
Assessments are scaffolded, with the intention that learning from one assessment will impact the next. To this end, it is important that assessments are undertaken in the order designed.

Weighting
Assessments across each subject are weighted (that is, they are allocated a proportionate percentage value of the overall total). The weightings for assessments are not typically split evenly, rather, weighting is based on the perceived importance of each assessment and how it relates to the associated assessments.

Assessment Moderation & Assessment Panels

Moderation

Moderation meetings take place prior to the marking your work and is attended by the assessing tutors, a representative from the Teaching & Learning team and convened by the Subject Leader. The function of this meeting is to discuss how to grade against the rubric and set expectations of what constitutes a high distinction, distinction, etc.

A further moderation takes place once the marking is complete, where the Subject Leader typically selects three assessments from each assessing tutor and reviews the work, mark and feedback to ensure a level of consistency across the assessors.

Assessment Panel

The assessment panel is a formal part of the academic quality process. Attending are the Course Leader, Subject Leader and typically a representative from Teaching & Learning and Student Centre. The purpose of the panel is to discuss the general effectiveness of the assessment, the quality of the marking and feedback, note students who have failed or not completed the subject and release marks.