

Course Guide

Graduate Diploma in
Radio and Podcasting

2023

AFTRS

Contents

Section 1: Key Information

Overview of the Course Guide	2
Key Course Information	3
Graduate Capabilities	3
Course Learning Outcomes	4
Course Rules	4
Credit Point Structure	5

Section 2: Structure & Content

Course Rationale	7
Links With Industry	7
Leadership and	
Collaboration Skills	8
Cultural Competency	8
Indigenous Content	8
Electives: Collaborative Broadcasts	
& Real-World Exposure	9
Electives: Personalise Your Subjects	9
Mentoring & Feedback	10
Inherent Requirements	11
Mandatory Online Training	12

Section 3: Teaching & Assessment

Overview	14
Learning Formats	15
Assessment Strategy	15
Types of Assessment	16
Learning Outcomes	
& Marking Criteria	16
Assessment Structure	16
Assessment Moderation &	
Assessment Panels	17

Section 1:

Key

Information

Overview of the Course Guide

This Course Guide is structured in three 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

Award

Graduate Diploma in Radio and Podcasting

Course Code

GDRADIPC

AQF Level

Level 8 - Graduate Diploma

Total Credit Points

48

Standard Full-time Duration

2 semesters (1 year)

Maximum Duration (Candidature Period)

8 semesters (6 years)

Study Load Conditions

Online delivery subjects restricted to part-time enrolment

Minimum subjects per semester

1 subject

Maximum subjects per semester

4 subjects

Delivery Mode

Blended

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 Radio and Podcast 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:

- Research, analyse and evaluate radio, podcast and multiplatform industries locally, nationally and globally.
- Apply advanced technical and creative skills in radio and podcasting to produce compelling, high quality live and pre-produced content for broadcast online and audio-on-demand.
- Initiate and implement programming and project management strategies to create innovative multimedia content for multiplatform delivery.
- Work effectively, positively and collaboratively in line with current industry practices and standards.
- Identify future Radio, Podcasting and Audio-On-Demand programming and revenue opportunities for a variety of audiences and markets.

Course Rules

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

- Semester Outlines
- Student Handbook
- Fees Schedule

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

Credit Point Structure

Subject listing	Subject Name	Subject Code	Credit Point
Core	Advanced Concepts of Radio	RADI1013	6
	Reaching Radio Audiences Across Multiple Platforms	RADI1015	6
	Radio Content: Reach and Relevance	RADI1017	6
	The Innovative Business of Radio	RADI1019	6
Electives*	Collaborative Broadcast 1 - Show Radio	RADI1014	6
	Collaborative Broadcast 2 - 2NRS	RADI1016	6
	Collaborative Broadcast 3 - AFTRS FM	RADI1018	6
	Collaborative Broadcast 4 - NEXT	RADI1020	6
	Investigating News and Current Affairs	RADI1022	6
	Creative Business and Practice	RADI1021	6
	Advanced Audio Production	RADI1023	6
	Emergency Broadcasting and Coverage	RADI1024	6

*Delivery of any elective will be dependent on sufficient enrolment numbers.

Full Time Study Plan	Subject Code and Name	
Semester 1	(RADI1013) Advanced Concepts of Radio	6
	Elective	6
	(RADI1015) Reaching Radio Audiences Across Multiple Platforms	6
	Elective	6
Semester 2	(RADI1017) Radio Content: Reach and Relevance	6
	Elective	6
	(RADI1019) The Innovative Business of Radio	6
	Elective	6

Part Time Study Plan	Subject Code and Name	
Semester 1	(RADI1013) Advanced Concepts of Radio	6
	Elective	6
Semester 2	(RADI1017) Radio Content: Reach and Relevance	6
	Elective	6
Semester 3	(RADI1015) Reaching Radio Audiences Across Multiple Platforms	6
	Elective	6
Semester 4	(RADI1019) The Innovative Business of Radio	6
	Elective	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.

Total hours: 1152 of which there are:
Contact hours: 480
SDL hours: 672

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, audio-on-demand including podcasts, and online and multi-platform theory. You will learn about current industry practices and future trends in radio and podcasting, and graduate qualified to work in a variety of roles within the commercial or public radio and podcast sector.

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 specialists, The Course Convenor, The Head of Curriculum, The Head of Radio (and Podcasting), the Radio and Podcasting teaching team, AFTRS Industry Advisory Groups and key industry bodies

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 are able to 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:

- Advanced decision-making skills to resolve complex issues taking into account a range of creative, professional, and ethical considerations.
- The ability to act with autonomy, resilience and vision in planning and realising tasks at a professional level
- 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.

Electives: Collaborative Broadcasts & Real-World Exposure

The GDRP is a practice-based coursework program with numerous opportunities for students to collaborate on high-level broadcasts, through unique pop-up stations, airing nationally throughout the program.

During the course you will have the option to select a collaborative broadcast as an elective. 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. Each pop-up station has a different format and target audience, providing a unique industry aligned, learning experience.

Collaborative Broadcast – 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 from the largest easter event in the Southern Hemisphere, within a safe learning environment where students receive extensive mentoring and feedback throughout.

Collaborative Broadcast – 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 work with industry mentors and conceptualise a station for a national regional audience.

Collaborative Broadcast – 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 unique 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, with an audience focus on the AFTRS Community. The major emphasis is on news, talk and current affairs and students will be required to consider programming content, station sound and delivery.

Collaborative Broadcast – NEXT – National Metro focused station. Format designed by students. Identifying a gap in the market, students will

conceptualise a commercially 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 work with extra autonomy in preparation for the transitioning to industry. Students will have the opportunity to work in a specialist area of their choice and participate in either a professional work placement or bespoke mentorship with industry.

Your learning and practice can go well beyond the school environment, with professionals from all sectors of radio and podcasting, taking part in instruction and practice, passing on their knowledge and experience and networking opportunities. You may also undertake work attachments and mentorships, applying your new learning.

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 become 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 at times put themselves under pressure to produce perfect content, which in turn, stifles creativity. AFTRS provides the perfect opportunity to take creative risks and make mistakes as, ultimately, it is the student who learns the most rather than creates the best content, who will succeed.

Electives: Personalise Your Subjects

In order to provide flexibility and choice – especially for those studying remotely or outside of Sydney – the GDRP offers a suite of electives, some of which are designed to be taken largely asynchronously (in your own time). Depending on your study plan – fulltime or part-time – you will undertake either one or two electives per semester, in addition to your core subjects. Delivery of any elective will be dependent on sufficient enrolment numbers. You will select your electives on a per-semester basis.

In addition to collaborative broadcasts, electives for 2023 include:

- Creative Business and Practice
- Investigating News and Current Affairs
- Emergency Broadcasting
- Advanced Audio Production

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. Students undertaking asynchronous electives will still have access to mentoring and networking opportunities.

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

- Presentations to peers, academics and industry representatives
- Understand and respond to verbal and written communication at a high level
- Respectful communication with diverse cohorts on diverse topics

Reflective/creative tasks

- Create and reflect upon a range of practical creative projects
- Originate ideas and actualise artefacts within disciplinary contexts

Physical tasks

- Attend 80% of classes
- Radio and podcast studio inductions and associated activities including live broadcast shifts of 8 hours each day.
- Complete mandatory inductions
- Tidy and clean up studios and work spaces before and after each activity

Intellectual tasks

- Organise and collect information
- Synthesise theory and practice
- Accurately recall information
- Complete tasks in a safe a timely manner

Interpersonal tasks

- Comply with the AFTRS Charter of Conduct
- Demonstrate respectful and safe behaviour at all times
- Manage conflict and moderate emotions
- Contribute to a positive learning culture

Industry Readiness tasks

- Strive to cultivate resilience and motivation
- Work towards staying on task and meeting deadlines
- The ability to organise oneself to complete multiple projects within a mock 'workday'

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 and Podcast induction

Section 3: Teaching & Assessment

Overview

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.

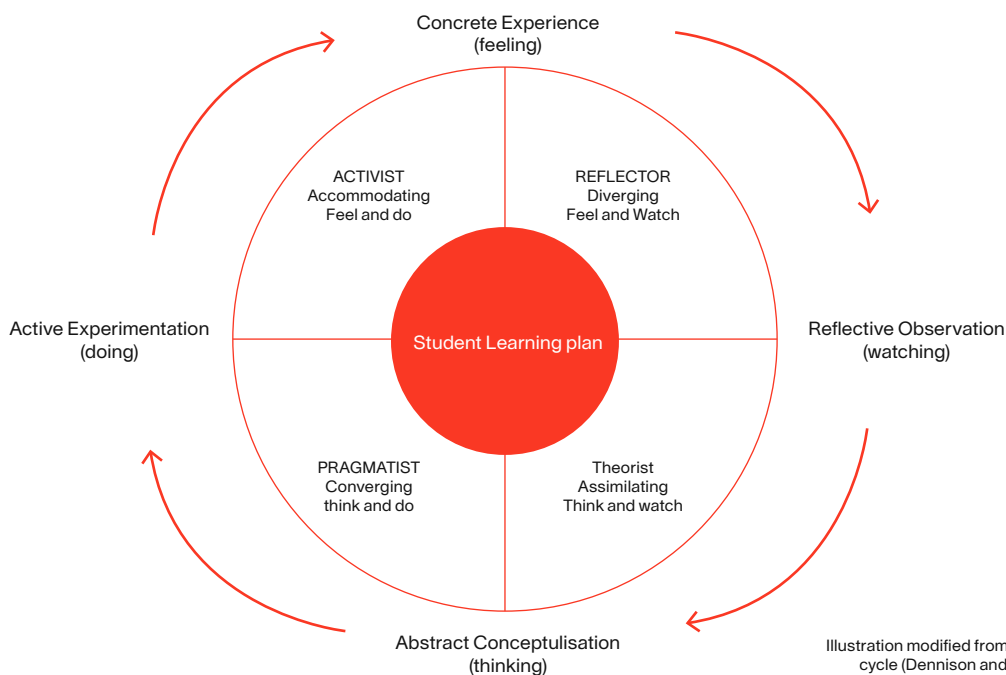


Illustration modified from Kolb's learning cycle (Dennison and Kirk, 1990)

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.

Core Subjects

SUBJECT: Advanced Concepts of Radio

Subject code	RADI1013
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

This subject introduces students to conceptual foundations of the Australian and global media on-air and online space as well as programming and formats, and the laws and ethical standards of Australian broadcasting and podcasting. Additionally, students will explore the theory of communication, the role of the program maker and the craft of delivering content to audiences.

Subject Aims

The aims of this subject are to:

- Introduce students to conceptual foundations of the Australian and global media on-air and online space as well as programming formats and genres
- Introduce students to the laws and ethical standards of Australian broadcasting and podcasting
- Explore the theory of communication, the role of the program maker and the craft of delivering content to audiences.

Subject Learning Outcomes

- On successful completion of this subject, students should be able to:
1. Research and appraise the history and current practices and trends in the Australian radio and podcast landscape and online space, with reference to the social and cultural role of radio in Australia.
 2. Identify and evaluate current and future issues facing the Australian and global media landscape.
 3. Research and apply the laws governing Australian broadcasters and the standards and ethical expectations of the Australian radio and podcast industry.
 4. Identify and evaluate the philosophies and characteristics of programming theory and practice in Australian radio and podcast markets and the wider social and political context.
 5. Demonstrate developing skills in audio, announcing, presentation and studio operation.

Assessment Task	Weighting (%)	Learning Outcomes
Timeline	60%	1,2,4
Media Responsibility	40%	1,3,5

SUBJECT: Reaching Radio Audiences Across Multiple Platforms

Subject code	RADI1015
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

This subject explores the vast audience segmentation and varied programming that occupies the Australian radio, podcast, and online space. Students will investigate rich sources of real-world stories and content and the many and varied ways audiences are accessing them. They are challenged to push the boundaries of traditional radio and podcast content and delivery techniques towards more hybrid forms to broaden their methods of engaging audiences through multimedia and multiplatform storytelling.

Subject Aims

The aims of this subject are to:

- Explore audience segmentation and varied programming and content in Australia
- Investigate real world stories and content and ways in which audiences are accessing them
- Challenge students to push the boundaries of traditional radio and podcast content and delivery techniques

Subject Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the process and role of audience research in programming and formats
2. Research and appraise the radio and podcast industry’s use of multiplatform media and the online space and identify opportunities for value added visual components to support on-air content.
3. Research and apply advanced writing, audio engineering and visual content creation skills for pre-packaged on-air and online content.
4. Research, design and produce a multimedia feature or podcast episode using audio and visual components for delivery on-air and online.

Assessment Task	Weighting (%)	Learning Outcomes Assessed
Content Pitch	40%	1,2
Feature or Podcast	60%	1,3,4

SUBJECT: Reach And Relevance

Subject code	RADI1017
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

This subject aims to focus on news and current affairs, podcasts, and audio-on-demand content that crosses genre boundaries, is easily accessible, and easy for audiences to interact with. The subject positions high quality content as the foundation of connecting with and building audiences. It motivates students to produce rich and relative innovative content which is accessible to audiences regardless of location or preferred delivery method. The subject also explores multiple platforms for delivering content.

Subject Aims

The aims of this subject are to:

- Position high quality content as the foundation of connecting with and building audiences
- Motivate students to produce rich and relevant innovative content to audiences everywhere and accessible regardless of location or preferred modes of delivery.
- Focus on news, current affairs, podcast, and audio-on-demand content that crosses genre boundaries to produce work that is easily accessible and interactive.

Subject Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and evaluate the roles, responsibilities, and practices of radio news.
2. Research, write and deliver news bulletins, current affairs, and podcast content.
3. Research and analyse the purpose, ethics and legalities of current affairs and talk radio programming, podcasting, and audio-on-demand content.
4. Apply advanced audio creation techniques to live and recorded content including news, writing, reporting, podcasts, digital and audio-on-demand content.

Assessment Task	Weighting (%)	Learning Outcomes Assessed
Audio portfolio	40%	3,4
News Bulletins	60%	1,2,4,5

SUBJECT: The Innovative Business Of Radio

Subject code	RADI1019
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

This subject designed to address the financial, marketing, and promotional aspects of the radio business and the relationship between revenue demands and formats and programming. It explores the opportunities for future revenue and new formats. Students will undertake a community and market analysis to identify opportunities for new audio products. In this subject they will also explore audience created content, online communities, and new formats.

Subject Aims

The aims of this subject are to:

- Address managerial, financial, marketing, and promotional aspects of the radio business and the relationship between revenue demands and formats and programming.
- Explore current and future opportunities for building a brand, reaching audiences and generating revenue.
- Undertake detailed community and competitor analysis in order to understand a segment of the national audio landscape.
- Using data and insights, identify potential audiences, design audio products for those audiences and test viability of those products.

Subject Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and evaluate the relationship between branding, programming, sales, marketing, promotions, and integration in the Australian radio and podcasting landscape.
2. Research and analyse areas of current radio or podcasting revenue and identify future revenue opportunities.
3. Devise, collect and utilise data to develop new formats and to program and build a new audio product.
4. Research the current use of social networking in on-air and online broadcasting to reach, engage and interact with audiences.
5. Identify and apply programming, branding, sales, marketing and promotions skills and techniques to radio station or podcast operations.

Assessment Task	Weighting (%)	Learning Outcomes Assessed
New format pitch	40%	1,2,4
Format design	60%	3,5

Elective Subjects

SUBJECT: Collaborative Broadcast – Show Radio

Subject code	RADI1014
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

This subject aims to enable students to develop the specific skills and techniques to deliver content to radio, podcast, and online audiences. This subject equips students with the advanced craft and technical skills in show preparation; writing for on-air and online; live and pre-recorded interviewing; announcing and presentation; studio operation; uploading online content and utilising social media. Students collaboratively undertake a live to air and online broadcast and a debrief post broadcast, to review and analyse personal and professional growth, success, and challenges.

Subject Aims

The aims of this subject are to:

- Enable students to develop the specific skills and techniques to deliver content to radio, podcast, and online audiences;
- Equip students with advanced craft and technical skills in show preparation; writing for on-air and online; live and pre-recorded interviewing; announcing and presentation; studio operation; uploading online content and utilising social media;
- Learn collaborative skills to undertake a live to air and online broadcast and a debrief post broadcast;
- Review and analyse personal and professional growth, success, and challenges.

Subject Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the process and role of audience research in programming;
2. Research and appraise the radio industry’s use of multiplatform media and the online space. Identify opportunities for value added visual components to support on-air content;
3. Research and apply advanced writing, audio engineering and visual content creation skills for pre-packaged on-air and online content;
4. Research, design and produce a multimedia feature for the Show Radio website using audio and visual components for delivery on-air and online;
5. Develop and apply developing broadcast skills in announcing, presentation and studio operation.

Assessment Task	Weighting (%)	Learning Outcomes
Collaborative Broadcast – Show Radio	60%	1,2,3,4
Self-reflection	40%	2,5

SUBJECT: Collaborative Broadcast – 2NRS

Subject code	RADI1016
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

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 local radio broadcast for a specified regional audience. Students focus on the regional audience and how program makers undertake and work with research to build programs and content that is engaging, entertaining and relevant to their audience. It focuses on localism and music programming and the value this plays in engagement of and relationship with the audience. Students will collaboratively undertake a live to air and online broadcast and a debrief post broadcast to review and analyse personal and professional growth, success, and challenges.

Subject Aims

The aims of this subject are to:

- Explore the role of radio and podcasting in regional radio markets in Australia;
- Combine knowledge of regional market programming theory, audience research and innovative content creation and delivery to conceptualise a local radio broadcast for a specified regional audience;
- Focus on localism and music programming and the value this plays in relationship with audience.

Subject Learning Outcomes

On successful completion of this subject, students should be able to:

1. Gather and collate audience research to identify and describe a target audience;
2. Formulate and execute a music policy based on analysis of music programming philosophies, genres and formats and the use of ratings and audience research;
3. Create suitable engaging, relevant, local and entertaining content for specific audiences, including analyse and apply specialised copywriting techniques for commercials;
4. Collaboratively produce a high standard broadcast applying advanced craft skills in announcing and presentation, studio and playout system operation and online content design and delivery;
5. Evaluate personal and professional growth, success, and challenges in relation to the preparation and delivery of a live broadcast.

Assessment Task	Weighting (%)	Learning Outcomes Assessed
Music Policy	40%	1,2
Collaborative Broadcast – 2NRS	60%	2,3,4,5

SUBJECT: Collaborative Broadcast – AFTRS FM

Subject code	RADI1018
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

This subject challenges students to utilise the creative ideas and advanced craft skills of their team to collaboratively research, design and deliver a news and current affairs broadcast for on-air and online. Students are required to consider programming content, overall sound and delivery, as well as the broadcast laws and ethical standards relevant to Australian radio and podcasting. Students will collaboratively design and deliver a live to air and online broadcast. They will also participate in a debrief post broadcast to review and analyse personal and professional growth, success, and challenges.

Subject Aims

The aims of this subject are to:

- Challenge students to collaboratively research, design and deliver audio content for on-air and online;
- Facilitate the design and delivery of a broadcast based on the business models and broadcast laws operating in Australian radio markets;
- Emphasise news and current affairs programming and delivery, and overall station sound and delivery;
- Enable collaboration to undertake a broadcast, and a debrief post broadcast to review and analyse personal and professional growth, success, and challenges.

Subject Learning Outcomes

On successful completion of this subject, students should be able to:

1. Research and analyse the roles, operations and practices of radio stations in Australia;
2. Apply advanced copywriting skills;
3. Create and deliver news and current affairs content for on-air and online;
4. Collaboratively produce a professional standard broadcast applying advanced craft skills in announcing and presentation, studio and playout system operation, online content, news and current affairs;
5. Evaluate personal and professional growth, success, and challenges in relation to the preparation and delivery of a live broadcast.

Assessment Task	Weighting (%)	Learning Outcomes Assessed
Collaborative Broadcast – AFTRS FM	40%	2,3,4,5
Radio Station Case Study	60%	1

SUBJECT: Collaborative Broadcast – Next

Subject code	RADI1020
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

This subject requires students to apply their radio and podcast skills with their knowledge of and research into the audio industry. They will research, design, create and promote a viable audio product for a specific audience. As part of this project, students will be largely self-directed, and work in a specialist area in the creation and promotion of the audio product. This subject will enable students to interact and collaborate with each other to produce a live to air broadcast and evaluate their ability to conceptualise ideas and creativity in relation to professional broadcast standards. Additionally, students will go on a professional work placement in the radio and podcasting industry.

Subject Aims

The aims of this subject are to:

- Apply professional radio and podcast skills and ideas to design, manage and produce a broadcast or audio series from conception to distribution;
- Devise a self-directed project, to further develop own skills and contribute to the creation of the audio product;
- Enable collaboration to realise the concept to professional audio production standards;
- Undertake a professional work placement in the radio, podcasting or related industry.

Subject Learning Outcomes

On successful completion of this subject, students should be able to:

1. Collaboratively devise programming strategies and format features to create a new audio product;
2. Design innovative content and social networking strategies to engage and interact with audiences;
3. Produce a professional standard audio format demonstrating advanced content creation skills;
4. Demonstrate responsibility and accountability for personal outputs and all aspects of the work or function of team members within a specified role;
5. Work individually and collaboratively in a professional capacity.

Assessment Task	Weighting (%)	Learning Outcomes Assessed
Collaborative Broadcast – NEXT	70%	1,2,3,4
Internship reflection & website	30%	5

SUBJECT: Investigating News and Current Affairs

Subject code	RADI1021
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

Investigating News & Current Affairs will examine the evolution of news across platforms for local, national, and international audiences.

The subject explores live-to-air coverage, Screen and Online Content, Podcasts and Features at a deep level. Students will be encouraged to think critically, understand what makes a story newsworthy, why a story is in the public's interest and how to appropriately inform audiences.

This subject covers the life cycle of a news story across multiple platforms, including audio and visual content. The subjects will take students through the policies, responsibilities, and legalities around covering News and Current Affairs.

Students will work on case studies and create content for a variety of scenarios, presenting pieces to camera (PTCS), live crosses and creating audio and visual packages.

Subject Aims

The aims of this subject are to:

- Break down the practical and theoretical practice of News and Current Affairs.
- Provide students with a deeper understanding of the current and evolving news landscape and how it is covered in the Australian Media and Global space.
- Motivate students to develop editorial judgement, adaptability and responsibility when covering News and Current Affairs.
- Contribute accurately and fairly to the Australian Media landscape in a way that informs and reflects journalistic ethics.

Subject Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and evaluate the roles, responsibilities, and practices of News and Current Affairs coverage.
2. Demonstrate a comprehensive understanding of news principles, law, practice and ethics for the Australian media.
3. Research, write and deliver audio and visual content for a variety of scenarios including breaking news, cyclical news and online reporting.
4. Create short form news coverage for a range of social media platforms.

Assessment Task	Weighting (%)	Learning Outcomes Assessed
PTC & Live Cross (2mins)	40%	1,2,3
Audio & Visual Package 4min audio /visual + 300- word report	60%	2,3,4

SUBJECT: Creative Business and Practice

Subject code	RADI1022
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

As opportunities for flexible and contracted employment grow, this subject explores the entrepreneurial side of today’s radio, podcasting, and content creation landscape.

Core to this subject is an exploration of the different skills required for radio and podcasting professionals generating revenue from multiple sources. This subject takes students through the project management life cycle, marketing principles, and understanding the monetization and funding opportunities of content, in order to build sustainable careers in the creative industries.

The includes the fundamentals of starting as a freelancer, building relationships and platforms for promoting your services. This subject will also assist in developing structure and processes for managing own work and creative projects.

Students will be challenged to develop business acumen and an entrepreneurial approach. The subject covers business practices in a creative field, intellectual property, contracting, invoicing, business planning, and establishing mutually beneficial business relationships.

This subject will explore, analyse and apply a variety of business practices in content creation, networking and viability in producing audio and digital media for a variety of markets and purposes.

Subject Aims

The aims of this subject are to:

- Identify opportunities to apply an entrepreneurial approach to the business of radio, podcasting, and content creation;
- Explore a variety of funding and monetization models for content creation in Australia and globally;
- Acquire agile skills in marketing, network building and revenue generation to support content creation;
- Evaluate own skills and practices against current and emerging business practices within the creative industries.

Subject Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the business principles and practices of radio and podcasting professionals;
2. Demonstrate business skills required for freelancing and other flexible work;
3. Apply marketing and project management principles to radio and podcasting creative works.
4. Devise effective pitches for opportunities to generate multiple revenue streams utilising key radio products and services.

Assessment Task	Weighting (%)	Learning Outcomes Assessed
Market analysis and plan	40%	1,2
Pitch & Collateral	60%	3,4

SUBJECT: Advanced Audio Production

Subject code	RADI1023
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

This subject explores advanced audio production and how sound is used to brand and connect audiences in radio, podcasting and audio on demand content.

Core to this subject is an exploration of the different types of plugins and effects, in creating complex sound designs and audio assets for a variety of audiences. This subject takes students through the role and responsibilities of an Industry Audio Producer and examines the growing demand for audio production.

Students will be challenged to push the boundaries of recording and editing techniques for radio, podcast and audio on demand content, in studios and on location. The subject covers creative practice and processes for acoustic design, soundscapes, imaging and audio storytelling.

This subject will explore and analyse the process for creating audio work, the role of technology in new audio content and practices for producing audio for a variety of markets and purposes.

Subject Aims

The aims of this subject are to:

- Provide an insight into the developing area of Audio Production.
- Explore audience segmentation and varied programming in Australia.
- Motivate students to develop advanced industry practices and judgement for creating, storing, and publishing audio work.

Subject Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and outline the roles, responsibilities, and practices of an Audio Producer.
2. Research and appraise the radio and podcast industry's use of audio and technology and identify opportunities for value added audio components to support and extend on-air content.
3. Apply advanced audio content creation techniques live and recorded content to time and brief.
4. Research, design and produce an audio feature or podcast episode using audio and visual components for delivery on-air and online.

Assessment Task	Weighting (%)	Learning Outcomes Assessed
Sound Design: Session, feature, and promo	40%	1,2,3
Audio Feature / Podcast	60%	3,4

SUBJECT: Emergency Broadcasting & Coverage

Subject code	RADI1024
Credit Points	6
Teaching Pattern	Workshop, Online

Subject Overview

This subject will explore Emergency Broadcasting and Coverage in Australia, the policies and responsibilities of Emergency Broadcasting and Coverage and the frameworks and legalities around covering an emergency event.

Emergencies are defined by situations that will or are affecting the safety and lives of people. These can include extreme weather events, man-made catastrophes and pandemics.

Core to this subject is an exploration of the differences between Emergency Broadcasting and Coverage. This subject takes students through when media organisations greenlight Emergency Broadcasting and Coverage and why this happens and how to appropriately inform audiences.

This subject will explore case studies of common and recent emergency events and analyse the Emergency Management process for activating Emergency Broadcasting and Coverage. Students will work on case studies and create content for rolling coverage. This subject will breakdown the practical and theoretical aspects of Emergency Broadcasting and Coverage.

Subject Aims

The aims of this subject are to:

- Equip students with an overall understanding of what an Emergency is and how it is covered in the Australian Media space.
- Motivate students to develop editorial judgement, adaptability and responsibility when covering an Emergency event.
- Contribute accurately and fairly to the Australian Media landscape in a way that informs and not alarms audiences.

Subject Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and evaluate the roles, responsibilities, and practices of Emergency Broadcasting and Coverage.
2. Demonstrate a comprehensive understanding of WH&S and Emergency procedures for on-air and online content, from a studio and on location.
3. Research, write and deliver audio and visual Emergency Broadcasting and Coverage for on-air and online.
4. Analyse risk and develop a network of Emergency Service Contacts

Assessment Task	Weighting (%)	Learning Outcomes Assessed
Scenario: Written & Audio Report (Assessing Process & Legalities)	40%	1,(2),3
Rolling Coverage (Assessing accuracy, writing, presentation and audio and visual contentcreation)	60%	2,3,4