

Unit 41: News Production for Radio

Unit code:	L/600/6655
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to develop radio journalism skills, many of which are transferable to other media. An awareness of news values will be developed, together with the practical skills needed to compile, edit and present news bulletins of various lengths for radio.

● Unit introduction

News gathering is now a 24-hour process available with output on a huge range of platforms from terrestrial FM radio to internet-only services, podcasts, rolling television news, and blogging.

Radio news production needs to be seen in the context of a rapidly changing workplace and a fragmented audience. The boundaries between the traditional journalism of print production and broadcast and internet provision is constantly blurring as newspapers move into online versions and broadcasters include blogs. Also, the rise of social networks such as Facebook and Twitter, for example, has added to the speed at which news travels.

The pressure on radio journalists to be first with the story has never been greater. Equally, the need to retain the core skills of accuracy, honesty, respect and ethics should be a fundamental part of any journalist's training and understanding.

Much of radio news gathering is now done 'in the field' by journalists out of the newsroom for lengths of time, feeding audio back via highly portable broadcast technology using the mobile phone network which has replaced the need for radio cars. The introduction of smaller television satellite vehicles that no longer require engineers may also mean that radio journalists find themselves either voicing live television feeds or be in-vision. Therefore, the current radio journalist may be expected to work in a variety of challenging ways. The journalist's core skills however, remain unchanged. Learners will develop an awareness of news values and the research and production skills necessary to produce and broadcast their own news items. The style of this material will reflect the format, broadcaster, distribution method and target audience it is intended for.

Learners will be encouraged to work with the speed and flexibility normally required of radio journalists and, where possible, they should be offered the opportunity to broadcast to real audiences. Learners will also need to investigate the regulatory constraints, both legal and ethical, on radio news production. This will inform their own practice in the production of radio news material and give an insight into how the industry deals with these constraints.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand forms and styles of radio news reporting
- 2 Understand the constraints on radio news production
- 3 Be able to produce news material for particular radio formats
- 4 Be able to review own radio news work.

Unit content

1 Understand forms and styles of radio news reporting

Forms: bulletin; headline; news programme; copy only; with audio clips; voicers; wraps; live cross; two way (live and 'as-live')

Styles: related to audience; public service; commercial; community; small-scale; local; regional; national; internet, satellite and cable

2 Understand the constraints on radio news production

Legal and regulatory constraints: handling of stories involving minors; contempt of court; libel and defamation; coverage of elections; Official Secrets Act; Ofcom; BBC editorial guidelines

Ethics: serious and sensational stories; invasion of privacy; public interest

News values: story priority (national and local, domestic and foreign); immediacy; follow-up angles; availability of audio; newsroom policy; human interest; public interest agenda

3 Be able to produce news material for particular radio formats

Identifying and handling stories: relevance to audience (differentiation, segmentation, international, national, local, local angles to national story); type (triumph, tragedy, human interest, VIPs, 'and finally'); verifying information; depth of coverage

Using resources: maintenance of a news diary; compilation and use of call lists; news releases; phone-callers; tip-offs; news wires and agencies; contacts; blogs; eye witness reports; first-hand knowledge; secondary research resources, eg internet, CD ROMs, journals, publications

Copy: for different purposes (bulletins, headlines, flashes); clear writing and sentence structure; simple accessible language; three-line cue structure; key to story in first line; abbreviated headline style; suitability of language to target audience; development of story in cue; correct use of name structure

Recording: health and safety; studio and portable equipment, eg hard disk, MP3 recorders, CD, MiniDisc™; use of remote sources (location, telephone, ISDN (Integrated Services Digital Network), atmosphere; actuality (vox pops, interviews, archive material)

Presentation: popular style; serious style; conformity to editorial policy; presentation policy; appropriate duration; standard out-cues; for own outlets, eg classroom playback, campus radio, community radio, hospital radio, news day

4 Be able to review own radio news work

Audience feedback: technical quality; fitness for purpose; interest and compulsion

Own reflection: comparison with professional products; strengths and weaknesses; suggestions for improvements

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe forms and styles of radio news reporting with some appropriate use of subject terminology [IE]	M1 explain forms and styles of radio news reporting with reference to detailed illustrative examples and with generally correct use of subject terminology	D1 critically evaluate forms and styles of radio news reporting with supporting arguments and elucidated examples, and consistently using subject terminology correctly
P2 describe the constraints on radio news production with reference to legal and regulatory issues, ethics and news values [IE]	M2 explain the constraints on radio news production with detailed reference to legal and regulatory issues, ethics and news values and with reference to detailed illustrative examples	D2 critically evaluate the constraints on radio news production with comprehensive reference to legal and regulatory issues, ethics and news values, with supporting arguments and elucidated examples
P3 produce news material for particular radio formats with some assistance [CT, SM]	M3 produce news material for particular formats to a good technical standard with only occasional assistance	D3 produce news material for particular formats to a technical quality that reflects near-professional standards, working independently to professional expectations
P4 comment on own radio news work with some appropriate use of subject terminology. [RL]	M4 explain own radio news work with reference to detailed illustrative examples and with generally correct use of subject terminology.	D4 critically evaluate own radio news work in the context of professional practice with supporting arguments and elucidated examples and consistently using subject terminology correctly.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Each learning outcome for this unit could be taught separately. However, a holistic approach should be encouraged. For example, an assignment could ask learners to produce a complete news broadcast with each individual learner researching a particular format and style to produce a section of the broadcast. Editorial discussions relating to constraints, in terms of news values, regulations and ethics could be explored as part of learners' understanding of the constraints on their overall radio news production.

Learners will need access to a wide range of news formats and reporting styles that target different audiences. Class discussion of selected material could support learners' analyses of existing radio news products and also inform their own practical work. However, independent study should also be encouraged, in order for learners to provide evidence of individual achievement and understanding. Using the scenario above, individual learners could research their own particular news items and then their findings could be presented back to the editorial team in the form of a presentation. The key to success in this unit is the provision of a wide range of opportunities to hear radio news, in the initial stages. Most radio stations broadcast bulletins on the hour with headlines and sport on the half hour. Some commercial stations that provide news for partner stations across a region may have bulletins at unusual times such as 10 minutes to, or past, the hour. The most obvious difference in delivery and audience expectation of style, pace and language would be a comparison between BBC Radio 4 and Radio 1's *Newsbeat*; 'pounds' versus 'quids', 'children' versus 'kids'. Material collected from a range of radio stations targeting different audiences will provide the range of examples that learners need. Some radio stations include demographic details on their websites and BBC Research offers an insight into the corporation's audiences needs.

The practical work could be through the simulation of a newsroom. Learners would work as a group with individuals taking responsibility for separate production roles. Reporters would edit and record their own stories ready for broadcast. The group, acting as an editorial team, and simulating a daily editorial meeting, would produce a running order justifying the selection and construction of the items with reference to news values and target audience. Depending on timetabling issues, these might be organised as 'news days'.

Firm, on-air deadlines should be used to create realism. Reporting on 'real' stories would aid this. Access to portable recording equipment for vox pops and interviews is therefore vital.

When generating news materials, learners should be given clear guidance on their conduct when dealing with those outside the classroom. Following ethical codes of conduct is vital here. Learners should be encouraged to adopt a professional approach at all times and the following of health and safety rules must be insisted on.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the teaching and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and unit assessment.
Introductions to <ul style="list-style-type: none">• the radio industry• news on the radio• the role of the radio journalist.
Assignment 1 – Analysing Forms and Styles of Radio News Acting as a newsroom researcher tasked with compiling a style guide for new journalists on formats learners will: <ul style="list-style-type: none">• listen to a range of radio news items in class• discuss them, taking notes• collate their notes and write a report on the forms and styles of radio news.
Class discussions on: <ul style="list-style-type: none">• news values: what is 'news'?• legal and ethical requirements for radio journalists• news sources, including developing contacts• copyright and the use of additional materials, including music• interview techniques• audio recording and editing• health and safety in production.
Visiting speaker: news and current affairs presenter or journalist from a radio station.
Assignment 2 – It's Not What You Say, It's the Way that You Say It Analysis of current news stories involving legal, ethical or moral issues eg: celebrity privacy, political bias, tragic circumstances. News editor of a radio station has asked for a guide on news values and current attitudes towards ethics and morals in journalism. Learners will: <ul style="list-style-type: none">• analyse a number of given stories• write a report covering<ul style="list-style-type: none">◇ news values of the stories◇ legal and regulatory issues involved◇ ethical issues involved.
Tutorial to evaluate report.
Ideas generation for bulletin material.

Workshop: radio news scripts.

What are:

- cues (ins, outs, duration, back announce)
- copy
- voice pieces/wraps
- clips?

Workshops:

- editing pre-recorded speech material supplied by teacher
- recording interviews, discussions, vox pops
- editing recordings.

Assignment 3 – And Here Is the News

As the on-shift bulletin reader, learner will prepare three stories for two different news bulletins. Learners will:

- research background material with suggested contacts, interviewees and follow-ups
- prepare draft treatments for each story for the two specified bulletins
- discuss and redraft treatments with tutor
- source and record interviewee(s)
- write and record copy, cues, voice pieces
- compile and edit each bulletin.

Tutorial to evaluate production.

Assignment 4 – Review

Learners write a report evaluating strengths and weaknesses of radio bulletins for the station manager as part of professional development review.

Learners will:

- gather responses
- collate information
- write report.

Tutorial to evaluate report and consider unit assessment.

Assessment

Evidence for assessment

Separate assignments could be set for each learning outcome but this unit lends itself to a holistic approach. This would encourage learners to follow through their research into existing formats and styles to inform their own news copy. Evidence for achievement of learning outcomes 1, 2 and 4 could be presented in the form of written research notes, presentations or an audio diary. Oral presentations must be recorded for the purposes of internal and external verification.

Evidence for achievement of learning outcome 3 would be the news bulletins, written scripts using appropriate formats and recordings of those materials. The recordings could be in the form of individual pieces, or as a group exercise producing a whole news bulletin.

For some elements of this unit, and for some learners, a formal viva voce assessment might be appropriate. When more than one learner in a cohort is assessed in this way care must be taken to ensure that all learners are asked equivalent questions, and that all are given equal opportunities to expand or clarify their answers.

Interviewers must also ensure that questions are not phrased in such a way as to provide or suggest an answer. Formal vivas should be recorded for the purposes of internal and external verification and at least 50 per cent of such assessments must be internally verified.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not inclusive and the examples need not be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the pass grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will describe different radio news formats and reporting styles and describe the target audiences for a range of news material. Description will be accurate, relevant and substantial. For example, learners could identify different broadcasters, such as Radio 4 and a local broadcaster such as Radio Berkshire, identify their respective news formats, and then go on to describe them. Descriptions will involve the length of the broadcasts, the language and the types of stories used. The content will be described in terms of 'headlines', 'interviews', 'live' or 'recorded'. Target audiences for these broadcasts will be identified correctly, for example social class, gender, age, and whether they are likely to be broadsheet or tabloid newspaper readers. However, these descriptions will lack the detail and relation to examples required for higher grades.

P2: learners will describe the main legal restrictions and ethical considerations relating to radio news production. For example, reference to legal constraints might use bullet points but would display at least a rudimentary knowledge of the main rules on libel, contempt of court and stories involving minors. Comments on ethics might depend on lists of such items as privacy, bias and sensationalism, but show a basic understanding. Similarly, news values will be described or listed but overall these descriptions will lack the detail and exemplification required for higher grades.

P3: learners will research and produce news material, using basic skills and techniques. Materials at this grade will demonstrate basic skills in both the research and presentation of the learners' work. For example, a learner may have researched a news item, to be delivered in a popular style, but the language used will be, at times, inconsistent with that style. The recording of the story will be intelligible, but may lack the good standard of production expected at higher grades. Learners will need frequent assistance and support, though they will take note of and make use of this help when it is given. If they are in frequent need of such help but fail to make positive use of it they should not be considered for a pass grade for this criterion.

P4: learners will describe their research and production work in terms that show basic awareness of its suitability for the intended contexts and target audiences. They should be able to identify a small number of negative and positive aspects of the processes and outcomes, without necessarily making appropriate connections between decisions taken and outcomes produced. Where they will make evaluative comments upon what they have done these comments will be assertions that are not supported by evidence or exemplification.

P1 and *P4*: evidence will show a basic understanding of technical terminology but learners will generally be unsure about this vocabulary and will make fairly frequent mistakes when they do use it.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

M1: learners will explain in detail different radio news formats, reporting styles and target audiences, with reference to detailed illustrative examples. For example, learners might identify the format and style of Radio 4's *World At One*, then make valid comparisons with a local commercial station and explain the

differences, going on to explain that it is the nature of the institution producing the broadcast that affects the formats and style used. Presentation styles will be explained in relation to target audiences, as will the tone and language of the news items chosen. Detailed references to actual broadcasts will be used to justify points made. Explanations will be given about how radio news broadcasts segment their target audiences. Appropriate references will be made to primary and secondary audiences.

M2: the learner will explain the constraints, both internal and external, on radio news production, with detailed references to legal issues, ethics and news values. At this grade, learners will go on to explain how these affect the production of radio news, using detailed illustrative examples. Similarly, ethical considerations will be identified and explanations given on their impact on radio news production. News values will be explained as an internal model for the selection and construction of radio news products which ensure some news items are selected and others are not. The role of editor or institution as 'gate keeper' will be explained, but these explanations will lack the level of critical discussion required for a distinction.

M3: learners will need to research and produce news materials using good standards of skill and technique. For example, a 'tabloid' style news item will be written in an appropriately popular format and style. The language and mode of address will, in the main, be consistent with the style adopted. The recorded material will be mainly fluent, with only minor errors, such as occasional microphone rattle or small variations in sound levels. Learners will need occasional support, particularly when dealing with more complex technology or trying to apply more sophisticated techniques. Like the pass grade learner, they will benefit from it.

M4: learners will explain thoughtfully the suitability of their research and production work in terms that show a well-developed awareness of its intended contexts and target audiences. They will identify a number of negative and positive aspects of the processes and products, making some appropriate connections between decisions taken and outcomes produced. They will explain what they have tried to accomplish and how they have worked to try to achieve what they have set out to do. They will explain decisions made and exemplify these explanations through relevant and detailed reference to their own work, though the examples they give will not be further elucidated.

M1 and M4: learners will use technical vocabulary for the most part correctly, but may make mistakes or be unsure about usages at times.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

D1: learners will critically discuss different news formats, reporting styles and target audiences and refer to fully-justified and elucidated examples. For example, learners might critically discuss Radio 4's *World At One*, analysing its format and reporting style in terms of the institution and the BBC's reputation as a news producer, before going on to make a number of valid comparisons with other detailed illustrative examples. The construction of news broadcasts will be discussed in depth, in terms of the presenters, their language, accent and tone of voice, as well as the types of stories covered. Points made will be fully justified by referring to actual examples from the content, and learners will draw out of those examples precisely what is that exemplifies the points they illustrate. The mode of address of each broadcast will be discussed with reference to its target audiences, primary, secondary and tertiary.

D2: learners will discuss the constraints on radio news production with clear references to both internal and external constraints. Points made will be justified with supporting arguments and elucidated examples. External constraints will be discussed, not only in terms of their effect on news production but also on their efficacy. For example, a learner might note that the Official Secrets Act constrains the reporting of certain items and then discuss how this could be used to inhibit free speech. Similarly, certain news items may be constrained by ethical considerations, such as privacy, but learners might discuss how radio news journalists and editors might argue that an item is in the 'public interest', whilst others might argue that its merely 'interesting to the public'. News values will be discussed as an internal constraint on the selection and construction of radio

news. The role of the editor or institution acting as ‘gate keeper’ will be discussed in terms of the subjective presentation of world, national and local news. In relation to this, learners may discuss the role of radio news in setting the agenda, in terms of the perceived importance of some events over others, for its audiences.

D3: learners will research and produce news material using skills and techniques that reflect near-professional standards. Learners will produce fluent and well-organised news copy that will be used to produce news items that are presented using appropriate formats and in appropriate styles for the target audience. For example, a popular-style news item will be written for an appropriate format. The mode of address, in terms of language and delivery, will be consistent throughout. The recorded material will be fluent with very few, if any, minor technical errors. Distinction grade learners will be capable of working autonomously and effectively. The term ‘working independently’ means that they are able to work on their own initiative, do not need constant support or supervision, give the work their full commitment, work positively and cooperatively with others, and meet deadlines. In other words, they have the kind of self-management skills that would be expected of them in a professional context. Note also that this criterion should not be taken to mean that learners do not seek advice or that they work without discussing things with their tutor, but rather that they are not dependent upon the support of others and that when they take advice they weigh it carefully for themselves.

D4: learners will make an accurate and critically objective assessment of their own achievement with detailed reference to elucidated examples taken from that work, drawing out of those examples precisely what is that exemplifies the points they illustrate. They will be able to make critical comparisons of their own work with current or past practice in a relevant area (that is, the same style or format as they have worked in).

D1 and D4: technical vocabulary will be secure and used correctly and confidently at all times.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1,M1,D1	Assignment 1 – Analysing Forms and Styles of Radio News	Learner is a researcher working for a newsroom tasked with compiling a style guide for new journalists on formats.	<ul style="list-style-type: none"> All research notes (research log). Written report.
P2,M2,D2	Assignment 2 – It’s Not What You Say, It’s the Way that You Say It	News editor has asked learner to produce a guide for her radio station on news values and current attitudes towards ethics and morals in journalism.	<ul style="list-style-type: none"> All research notes (research log). Written report.
P3,M3,D3	Assignment 3 – And Here Is the News	Learner is the on-shift bulletin reader charged with sourcing, researching, writing, compiling and reading bulletins across the day.	<ul style="list-style-type: none"> All pre-production documentation. Production log. Interview questions. Treatments. Scripts. All raw audio material. Final edited bulletins.

Criteria covered	Assignment title	Scenario	Assessment method
P4,M4,D4	Assignment 3 – Review	Learner prepares for professional development review with station news editor.	All research notes (research log). Written report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Audio Production	Audio Production Processes and Techniques
Factual Production for the Creative Media	Factual Programme Production Techniques for Radio
	Interview Techniques for Creative Media Production
	Presentation Techniques for Broadcasting
	Radio Studies
	Understanding the Radio Industry

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Broadcast Journalism, Radio Content Creation, and Sound as follows:

Broadcast Journalism

- B1 Comply with law and broadcast industry regulations
- B3 Originate and pitch ideas, and gather information for news stories
- B6 Acquire content for programmes
- B10 Prepare for and conduct interviews
- B11 Write news scripts for audio and video

Radio Content Creation

- RC1 Work effectively in radio
- RC5 Originate and develop ideas for radio content
- RC6 Undertake research for radio
- RC10 Write for radio
- RC12 Manage audio material
- RC14 Record audio on location and in studio
- RC15 Edit, process and mix audio
- RC21 Produce speech content for radio
- RC27 Evaluate the success of radio programming and projects
- RC30 Prepare for and conduct radio interviews

- RC31 Comply with the law when working in radio
- RC32 Conduct yourself ethically when working in radio

Sound

- S2 Identify, devise and manage the sound requirements
- S11 Acquire sound using a microphone
- S14 Mix recorded sound
- S16 Make sound recordings
- S17 Record sound on location
- S19 Document and store media
- S20 Edit sound.

Essential resources

A range of examples of pre-recorded radio news can be built up over a period of time and used as examples in lectures and workshops. As most (but not all) radio bulletins still follow the 'on the hour and half-hour' convention, it is relatively easy to record bulletins. A facility to listen to radio either live or on demand via the internet should be available. This type of activity can be carried out by class groups in a computer suite.

Interviews should, if at all possible, be recorded digitally as tape is now obsolete in professional radio newsrooms. Cassette machines are no longer able to replicate the working environment or develop the skills required by radio journalists and should not be used. Increasingly, hard disc recorders using flash memory cards are superseding most forms of media recorders, the Zoom™ H4N recorder being an example; others include Fostex and Marantz. Although initially expensive such equipment records to professional standards, offers industry skills and with care, will last for many years. These machines tend to connect to computers via USB with the facility to drag and drop raw audio into audio editing software. PC or MAC workstations are both acceptable platforms for editing and mixing software although most of the radio industry uses the PC platform which is therefore recommended. Adobe Audition, which is the rebranded Cool Edit Pro, is a highly effective audio editing system and education prices should be available.

Centres new to audio production and buying kit for the first time with budget constraints, may want to consider the open source freeware Audacity™ which is a good, widely-used alternative audio editing programme. Sufficient numbers of workstations and recorders should be made available. Finished speech packages should be burned onto CD.

Production music specifically for use in making news beds and radio news features is available from a range of production music libraries, often free of charge, unless it is used commercially for actual broadcast. Universal Publishing Production Music is probably the largest source and music in a wide range of genres can be heard on its website at www.unippm.com. Sound effects CDs where the purchaser buys the copyright, can be purchased from the BBC and libraries like DeWolfe, again on the internet. A list of music libraries is available on the PRS/MCPS alliance website.

Employer engagement and vocational contexts

Learners will benefit greatly from contact with industry practitioners with recent experience in interviewing contributors and producing speech packages and bulletins.

A visiting speaker such as a radio journalist, presenter or producer will also be very helpful as will an opportunity to study documentation used in producing speech packages.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers/.

Skillset's National Occupational Standards in Radio Production provide useful information on job roles, as well as giving an overview of the knowledge, understanding and skills required.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei/ – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Student Book* (Pearson, 2010) ISBN 978-1846906725

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Teaching Resource Pack* (Pearson, 2010) ISBN 978-1846907371

Beaman J – *Interviewing for Radio* (Routledge, 2000) ISBN 978 0415229104

Beaman J – *Programme Making for Radio* (Routledge, 2006) ISBN 978 0415365727

Boyd A – *Broadcast Journalism* (Focal Press, 2008) ISBN 978 0240810249

Chantler P and Stewart P – *Basic Radio Journalism* (Focal Press, 2003) ISBN 978 0240519265

Emm A – *Researching for Television and Radio* (Routledge, 2001) ISBN 978 0415243889

Fleming C – *The Radio Handbook, 8th Edition* (Routledge, 2009) ISBN 978-0415445085

Gibson J – *Media 08: The Essential Guide to the Changing Media Landscape* (Guardian books, published annually) ISBN 978 0852650910

Kinnaird M – *Sounds Like a Good Idea* (Continuum, 2008) ISBN 978 1855394483

McInerney V – *Writing for Radio* (Manchester University Press, 2001) ISBN 978 0719058431

McLeish R – *Radio Production, 5th Edition* (Focal Press, 2005) ISBN 978 0240519728

Nisbett A – *Sound Studio, 7th Edition* (Focal Press, 2003) ISBN 978 0240519111

Rudin R and Ibbotson T – *Introduction to Journalism* (Focal Press, 2002) ISBN 978 0240516349

Spark D – *Investigative Reporting* (Focal Press, 1999) ISBN 978 0240515434

Starkey G – *Radio in Context* (Palgrave, 2004) ISBN 978-140390023X

Journals

Broadcast

Radio Magazine

Websites

www.bbc.co.uk/guidelines/editorialguidelines – BBC editorial guidelines

www.bectu.org.uk/ – BECTU (Broadcasting Entertainment Cinematograph and Theatre Union) is the trade union representing video production professionals

www.broadcastnow.co.uk – online magazine dedicated to news and features on broadcasting

www.mcps-prs-alliance.co.uk – music copyright licensing

www.ofcom.org.uk – Ofcom, the regulator of the radio industry

www.radioacademy.org – a site dedicated to senior industry figures and academics

www.theradiomagazine.co.uk/radiomag08/index.cfm – news from the radio industry; requires subscription

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	planning and carrying out research to identify sources for a news item or to investigate news forms and styles
Creative thinkers	generating ideas and exploring possibilities, and adapting ideas as circumstances change when producing radio news items
Reflective learners	reviewing progress, and acting on the outcomes when engaged in the production of radio news
Self-managers	organising time and resources, prioritising actions when responsible for preparing a news bulletin.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	collaborating with others to work towards common goals when taking a role within a radio news team
Effective participators	acting as an advocate for views and beliefs that may differ from their own when working on the news team of a community radio station.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching materials and resources for radio news pre-production and news gathering
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	presenting reports on radio news pre-production techniques
Manage information storage to enable efficient retrieval	using spreadsheets within production management
Follow and understand the need for safety and security practices	identifying potential risks from trailing cables and potentially inappropriate locations
Troubleshoot	identifying solutions for technical issues such as recording and editing difficulties
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	presenting a report on a current news story where the journalist has faced legal, ethical or moral issues
Bring together information to suit content and purpose	preparing reports on news values at different radio stations
Present information in ways that are fit for purpose and audience	producing schedules and budgets for a radio news production
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in meetings and presenting news story ideas and information to others
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching the techniques and conventions of radio news and audience demographics
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing treatments, scripts, schedules, cues, copy and voice pieces for defined radio audiences.