

Unit 9: Understanding the Radio Industry

Unit code:	D/600/6692
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to develop learners' understanding of the organisation and development of the public service and commercial UK radio industry, employment opportunities and working practices within it, and its regulatory structure. The unit provides an opportunity to prepare the necessary documentation to apply for a job in radio.

● Unit introduction

Radio is one of the fastest growing media industries. At the time of writing there are literally hundreds of radio stations in the UK providing a mix of every type of radio, and the number is increasing. The development of digital, community and internet radio means there are more opportunities than ever before to enter this vibrant industry. No matter what job role is undertaken, an understanding of organisational behaviour and how to function in the broadcast environment of a radio station, or as a member of a production team in a smaller independent production company is essential. It is also important to understand the range of technology used in the industry.

The commercial radio sector is driven by income generated from radio advertising and knowledge of the importance of this funding stream is fundamental to understanding how the industry is financed. Community radio, on the other hand, is required by the broadcasting regulator to create 'social gain' through what it produces, and an understanding of what that means is vital to those who aspire to work in that area of the industry.

Personnel officers in broadcast radio often observe that initial applications to work in the industry are not backed by a commitment to the medium. Potential radio station employees should be familiar with the range of programming that their target station puts out. Whether the would-be radio worker is looking at news journalism, presenting music sequences, intelligent speech, factual, educational, radio comedy, talk, sport or radio commercial production, an understanding of how the output from one radio station differs from the output of another radio station is essential. This also involves knowing about the target audience of a radio station and how that audience is identified.

In this unit learners will develop an understanding of the way the four main sectors of the radio industry are organised, structured and financed. Learners will be made aware of the range of jobs, besides that of presenter, that are available in the industry and the working conditions and contractual obligations that pertain to them. They will understand the legal and ethical constraints that apply to broadcasting programmes irrespective of the target audience and that everyone working in radio is affected by and should understand them. The unit concludes by providing an opportunity for learners to prepare for progression into their chosen career path in the radio industry.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand organisational structures and ownership in the UK radio industry
- 2 Understand job roles, working practices and employment contracts in the UK radio industry
- 3 Understand the role of the regulatory bodies, legal and ethical issues relevant to the UK radio industry
- 4 Understand developing technologies in the UK radio industry
- 5 Be able to prepare for employment in the UK radio industry.

Unit content

1 Understand organisational structures and ownership in the UK radio industry

Commercial radio: national radio stations; regional radio stations; local radio stations; group and corporate ownership; bi, tri and quad-media ownership; revenue from advertising; broadcast license issues; music programming; speech programming

Public service radio: structure of the BBC; in-house production practices; royal charter objectives (2007); BBC licence fee; Home Office funding (BBC World); role of governors; producer choice; public service broadcasting (PSB) programme commissioning and independent production

Not-for-profit radio: community radio; hospital radio; student radio; sporting and special event radio; income generation limitations; licensing issues; Restricted Service License (RSL); Low Power AM (LPAM)

Independent radio programme production companies: proposal; commissioning and pitching process for BBC radio programmes; obtaining clearance to bid

2 Understand job roles, working practices and employment contracts in the UK radio industry

Job roles: reporter; interviewer; researcher; script writer; presenter; radio journalist; producer; studio assistant; programme scheduler; commercial trafficker; audio/sound engineer; editor; station manager; air time salesperson; station management; community training; volunteer support

Working practices: small local stations; group corporate stations; network operations; risk assessment; health and safety; multiskilling; BBC radio; commercial radio; community radio; student radio; hospital radio; in-service training; trade publications; work experience; job opportunities; trade press; trade fairs; promotion; personal contacts; networking; continued professional development; working practices

Employment contracts: job descriptions; person specifications; terms and conditions of employment; Employment Equality (Age) Regulations 2006; employer's tax and National Insurance considerations; freelance; permanent; BBC radio; commercial radio; community radio; independent programme production companies

3 Understand the role of the regulatory bodies, legal and ethical issues relevant to the UK radio industry

Regulatory bodies: Ofcom; Commercial Radio Companies Association (CRCA); Advertising Standards Authority (ASA); Mechanical Copyright Protection Society-Performing Rights Society Alliance (MCPS-PRS)

Legal: regulatory requirements; compliance; copyright; intellectual property; trademarks; implications of franchising; licensors; health and safety policy; acts of parliament, eg Broadcasting Act 1990 (and later amendments)

Ethical: policies and procedures; ethical requirements; emerging social concerns and expectations

4 Understand developing technologies in the UK radio industry

Digital technologies: Digital Audio Broadcasting (DAB); Digital Radio Mondiale (DRM); the future of FM and DAB; analogue-digital switchover issues; level of digital take-up: digital radio ownership; Freesat; Wi-Fi

Distribution technologies: effects of new methods of distribution on listening patterns through availability; podcasts; listen again; iPlayer; content distribution from independent producers to radio stations via broadband

Reception platforms: methods of programme distribution to audience; (terrestrial, satellite, internet, streaming, on demand, listen again, podcasting, blogging) cable; mobile phone

5 Be able to prepare for employment in the UK radio industry

Methods of recruitment: national press; trade press; internet; word of mouth; personal contacts; internal promotion; networking; trade fairs

Training opportunities: community radio; hospital radio; student radio; sporting and special event radio; voluntary work

Professional bodies: Sector Skills Councils (Skillset, Cultural and Creative Skills); trade unions; trade and sector bodies, eg National Association of Broadcasters (NAB), Commercial Radio Companies Association (CRCA), Radio Centre (merger of RAB and CRCA); Community Media Association (CMA)

Initial employment: sourcing employment opportunities; entry requirements; BBC route; commercial route; vocational training; qualifications; skills; knowledge; personal attributes (commitment, efficiency, reliability, punctuality, self-presentation); career paths

Presentation for employment: demo disc or tape; curriculum vitae (CV); application letters; interviewing skills; presentation skills; self-presentation (linguistic codes, dress codes, interpersonal skills); references

Career development: training on the job; continuing professional development; self-training; functional skills (ICT, Mathematics, English)

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 organisational structures and ownership patterns in the UK radio industry, with some appropriate use of subject terminology [IE]	M1 explain organisational structures and ownership patterns in the UK radio industry with reference to detailed illustrative examples and with generally correct use of subject terminology	D1 comprehensively explain organisational structures and ownership patterns in the UK radio industry with elucidated examples and consistently using subject terminology correctly
P2 describe job roles, working practices and employment contracts in the UK radio industry with some appropriate use of subject terminology [IE]	M2 explain job roles and the effect of employment contracts on working practices in the UK radio industry with reference to detailed illustrative examples and with generally correct use of subject terminology	D2 comprehensively explain the effect of employment contracts on job roles and working practices in the UK radio industry with elucidated examples and consistently using subject terminology correctly
P3 describe the role of the regulatory bodies, legal and ethical issues relevant to the UK radio industry, with some appropriate use of subject terminology [RL]	M3 explain the role of the regulatory bodies, legal and ethical issues relevant to the UK radio industry with reference to detailed illustrative examples and with generally correct use of subject terminology	D3 comprehensively explain the role of the regulatory bodies, and legal and ethical issues relevant to the UK radio industry with elucidated examples and consistently using subject terminology correctly
P4 describe developing technologies in the UK radio industry, with some appropriate use of subject terminology [RL]	M4 explain developing technologies relevant to the UK radio industry with reference to detailed illustrative examples and with generally correct use of subject terminology	D4 comprehensively explain developing technologies relevant to the UK radio industry with elucidated examples and consistently using subject terminology correctly

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:
P5 prepare for employment in an identified role in the UK radio industry using basic formal language. [IE]	M5 prepare carefully for employment in an identified role in the UK radio industry using clear and generally correct formal language.	D5 prepare to near-professional standards for employment in an identified role in the UK radio industry using fluent and correct formal language.

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

Essential guidance for tutors

Delivery

Teaching of this unit will be best based around data searches from websites, conventional books and situations vacant columns of industry publications. Some content can be covered using a combination of lectures, seminars and workshops. Role plays and simulations would also be useful in teaching, for example, how to handle job interviews or how industrial tribunals work. Visits to radio stations should be arranged wherever possible. Talks from visiting freelance producers, researchers and other radio industry professionals should be encouraged. Links should be developed with independent radio production companies and community radio stations. The BBC website provides a wealth of information about how to obtain employment, freelance contracts and the commissioning process for different stations.

Anyone wishing to work in the radio industry must be aware of how it is structured. The four principle sectors of the industry and their similarities and differences should be explained in detail. The manner of funding or source of revenue for a station will dictate its feasibility and capacity to employ. Much of the radio industry depends upon voluntary work and it should be understood that many job roles do not attract a salary, simply being filled almost as a hobby (though minimum wage regulations may limit these opportunities). There are voluntary jobs in the commercial sector, paid posts in full-time community radio, paid sabbatical jobs in not-for-profit and student radio, and unpaid training opportunities in hospital radio. If the overall structure of the industry is understood there will be less confusion about the nature of opportunities that are available.

An aspiring radio station employee needs to be aware of the range of programme output, target audience and mission statement of the radio station they are targeting for employment. Learners should become aware of the variety of radio station programme content by listening to and comparing a range of radio stations and programmes. This can be sourced via the live and on demand streams of commercial, community and BBC radio stations.

The radio industry is extremely competitive and there is no conventional entry route into it. Persistence and the ability to communicate articulately are essential qualities along with the capacity to understand the operation of appropriate broadcast technology. Skills such as literacy, numeracy and IT are essential. Entry into the BBC is different from entry into the commercial or the independent sectors. It is also important to be aware of the increasing competition in the independent programme production sector, which produces pre-recorded and some live programmes for the national networks through the commissioning process which must be understood and demonstrated in order to obtain contracts. Again, the BBC producer guidelines web pages are an invaluable source of information.

Technology is revolutionising the way in which radio programmes are being distributed and listened to, the way in which they are being made and by whom. It is common now for listeners to download radio programmes as podcasts and as conventional real time WAV or AIF files to be burned to disc, then accessed in the listener's chosen time, in a similar way to the manner in which television programmes are recorded by viewers. This has implications for the way in which time specific programmes are broadcast, for example the breakfast show may be heard at night, making some of the material broadcast, like weather and traffic news and time-checks irrelevant. This will ultimately affect programme content. Blog radio can be broadcast by anyone with the basic facility to stream on the internet, which will ultimately broaden the base of programme makers and draw audiences from the conventional radio stations, thus affecting the viability of some and limiting employment opportunities. Other aspects of changing technology that will affect the radio industry include the switch-over from analogue to wholly digital radio (which has not been confirmed at the time of writing, but is stated in the *Radio Listener's Guide 2009* as being close to 2020), competition between the digital formats available, Digital Audio Broadcasting (DAB), Digital Radio Mondiale (DRM), Freesat and Wi-Fi and the way in which finished programmes will be delivered from producers to radio stations for transmission.

At the time of writing, both the BBC and commercial radio work almost exclusively on the PC platform, with the exception of BBC drama in Manchester and some independent programme producers for the BBC that use PROTOOLS on the MAC platform. The BBC has rationalised its software application to Radioman in its local stations and VCS Dera and Sadie for national radio. The commercial radio sector uses Adobe Audition and Sadie for content production and typically, P Squared, Music Master, Synergy, Barcode or RCS for play-out and output management, although there is a wide range of options that includes freeware.

'Producer Choice' in the 1990s opened up the possibility of making programmes for the BBC without necessarily having to be employed by the corporation. This has led to the development of a healthy, if highly competitive, freelance industry, a key component of which is a self-employed workforce. Those seeking work in a freelance capacity will need to be familiar with issues relating to self-employment, particularly working hours, pension and holiday provision, public liability insurance and employment law.

Learners should use practical skills developed in other units to identify their strengths and weaknesses in respect of different roles and jobs to which they may aspire. When trying to get a job in radio the most common reason for being unsuccessful is lack of knowledge of the job for which the individual has applied. It is not sufficient to simply state that any job will be acceptable. Applicants must be specific about what they aspire to and this means having appropriate knowledge about what jobs are available. Talks from visiting freelance producers, presenters, reporters, managers and other employees of local radio stations will explain the nuances of the variety of roles. Learners can then be sure about whether a specific job is suitable for their employment aspirations. In a small commercial or community station there may be a need to multi-skill and work across a whole range of tasks, and learners should become familiar with what those individual tasks and roles are, as an application is likely to be unsuccessful if it is vague.

Learners should also be encouraged to listen to the output from a range of radio stations that target different audiences. This can be achieved through class listening followed by discussion on the relative differences between stations, paying particular attention to content.

Broadcasting ethics policies and legal documents from broadcasters and regulating bodies, available from relevant websites, should be used in class to familiarise learners with the issues relating to working practices in employment. Contact should be made with hospital, community and student radio stations to provide opportunities for job shadowing or work experience, which is a key to finding work in the radio industry.

Examples of real job descriptions, person specifications, contracts of employment and application forms, may be obtained by responding to advertisements in the appropriate media industry newspapers and journals. This will enable learners to become familiar with the documentation and will also provide the resources for skills audits and for practising job applications in class. Guidance on the production of curriculum vitae should be a key part of this preparation.

Much of the background material that could constitute evidence for this unit can be sourced through the websites listed at the end of the unit. Lists of radio stations and other potential employers and their contact details and addresses may be found in the directories and the web pages listed in this unit.

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.
Introduction to UK radio industry: <ul style="list-style-type: none">• organisation and structure of UK state radio industry• organisation and structure of UK independent radio industry.
Workshop – structure of radio industry, differences between state, commercial, community, student sectors.
Assignment 1 – Structure, Organisation and Ownership <p>Learner is a researcher working for a company that produces annually a national guide to the UK media industries, and has been tasked with producing a report on the structure, organisation and ownership of the UK radio industry.</p> <p>Learners will produce an illustrated presentation or report covering:</p> <ul style="list-style-type: none">• structure of the UK radio industry• organisation of the UK radio industry• ownership of radio stations in the UK radio industry.
Tutorial to feed back on assessment.
Lecture on job roles, working practices and contractual issues in UK radio industry.
Visiting speakers: <ul style="list-style-type: none">• producer, writer or studio engineer from a BBC radio station• producer, writer or studio engineer from an independent radio station.
Workshop – job search, working practices, contractual issues.
Simulation: <p>Learners identify a specific job role, and produce draft person specification, job description, typical contract of employment, terms and conditions documentation.</p>
Assignment 2 – Jobs, Working Practices, and Contracts <p>Learner is a researcher working for the publisher of a book about how to get into the broadcasting industries, and has been tasked with producing a section on jobs in the UK radio industry.</p> <p>Learners will produce a portfolio and report on:</p> <ul style="list-style-type: none">• jobs in the UK radio industry• working practices in the UK radio industry• contractual issues in the UK radio industry.
Tutorial to feedback on assessment.
Lectures on: <ul style="list-style-type: none">• regulatory bodies and broadcasting control in radio• legal and ethical issues in the radio industry
Workshop – role of regulatory bodies, legal and ethical issues in radio broadcasting.

Topics and suggested assignments and activities

Simulation:

Learners produce notes on the role of the regulatory body OFCOM and legal and ethical issues in preparation for Assignment 3.

Assignment 3 – Regulation, Legal and Ethical Issues

Learner is a researcher working for a regulatory body or publisher tasked with producing a report on the UK radio industry.

Learners will produce an illustrated portfolio and commentary on:

- regulation in the UK radio industry
- legal and ethical issues in the UK radio industry.

Tutorial to feed back on assessment.

Lecture on developing technologies in radio broadcasting.

Workshop on future of developing radio technologies in UK radio.

Simulation: learners produce notes on future developments in UK radio industry in preparation for Assignment 4.

Assignment 4 – New Technologies

As researchers working for the Radio Listener's Guide learners have been asked to report on new technologies in the UK radio industry.

Learners will produce an illustrated portfolio and commentary on recent technological developments in the UK radio industry.

Tutorial to feed back on assessment.

Lectures on preparing for employment:

- recruitment and training finding jobs
- CVs, demo discs, application letters, references
- visiting speaker – manager of a local radio station.

Assignment 5 – Applying for a Job

Learners will produce the contents for a CD on applying for a job in the UK radio industry.

Learners will:

- research jobs in radio
- prepare advice on applying for a job
- produce exemplar job application materials consisting of:
 - examples of work on a demo disc
 - a curriculum vitae (CV)
 - application letters
 - references.

Unit learning and assessment review.

Assessment

Evidence for assessment

Evidence for achievement of learning outcome 1 could be in the form of a written, illustrated report, case study or presentation that interprets statistics from a variety of listed sources, to demonstrate the range of organisational structures within the radio industry and their respective sources of revenue and expenditure. The four main sectors of the industry (BBC, commercial, not-for-profit and independent programme makers) should be compared and contrasted in terms of revenue, structure, how they source programmes, including the commissioning process, the nature of the workforce, corporate size and feasibility. The BBC charter could also be used to identify the future of national public radio in the UK.

Learning outcome 2 relates to the variety of job roles and titles. Evidence for achievement of this learning outcome could be in the form of a report, case study or presentation describing specific jobs across the industry.

Presentations must be recorded for the purposes of internal and external verification.

Learning outcome 3 could be evidenced by a written, illustrated report, case study or presentation that addresses regulatory bodies, codes of broadcasting practice, legal and ethical issues contained in the relevant Ofcom, industry, and copyright legislation.

Achievement of learning outcome 4 could be evidenced by a written, illustrated report, case study or presentation that addresses the impact that changes in technologies over the next five to ten years will have on the radio industry as a whole.

Evidence for achievement of learning outcome 5 will most likely be in the form of an application for an identified job with the associated documentation which it is suggested should include where appropriate, individual job search, training plan, application letter, CV, future career plan and, where appropriate, a demo disc or tape.

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 exhaustive and the examples need not specifically 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 criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

PI: learners will give outline descriptions of the main sectors of the radio industry and their main sources of income. The variety of programme content of stations in each sector will be given in list form for a range of stations including BBC, commercial, national, regional, local and voluntary. The role of independent radio production companies will be described briefly including their programme making role primarily for the BBC and the manner in which a production company obtains the commission to produce programmes. There will be some understanding of the need for independent and not-for-profit companies to obtain a license before beginning to broadcast.

P2: learners will identify a range of job titles and roles across the four sectors of the radio industry and describe what each job title means and some of the tasks performed. There will be a basic understanding of the implications for jobs of the key technological developments such as the timescale for the analogue-digital switchover for radio and why it is different to that for TV. There will be some evidence of the differences between working practices across sectors and the differences in the way that large and small stations operate. Learners will be able to distinguish between a contract of employment, a job description and a person specification. They will demonstrate a basic understanding of these terms and how they are used in identifying appropriate candidates for employment in the industry.

P3: learners will describe the work of regulatory bodies. A basic understanding of ethical issues, policies and procedures, such as good taste and acceptable conventions in radio broadcasting practice, will be demonstrated. The function of Ofcom, CRCA, PRS/MCPS and ASA will each be described but there will be no examples of how each has intervened in broadcasting issues.

P4: there will be evidence of an understanding of some of the issues that relate to the way in which radio technology is developing. DAB, DRM, Freeview and WiFi will each be described but there will be no evidence of the implications of take-up of each technology for future broadcasting. There will be a basic understanding of the way that broadband programme distribution to radio stations will impact on listening patterns for podcasting and audio streaming, and the effect that Blog radio might have on mainstream broadcasting.

P1, P2, P3 and P4: evidence will show a basic understanding of subject terminology but learners will generally be unsure about this vocabulary and will make fairly frequent mistakes when they do use it.

P5: learners will describe accurately and substantially obvious training opportunities and environments. A basic understanding of initial employment opportunities will be shown in the form of, for example, a job search sourced from the internet or media publications listing posts available. Learners will be able to create a basic CV containing information on the skills and education they have achieved, a portfolio of work to date, and an application letter for a specific post indicating some matching of their skills to the needs of the job. Where appropriate a demo tape or disc that is of basic quality, minimal content and possibly an incorrect running order will be produced in support of an application for a presenter role. In addition, there should be evidence of an understanding of the function of relevant professional bodies such as Skillset and the trade unions. When expressing themselves formally in writing, learners' skills will be basic, typically with frequent errors of spelling and punctuation and occasional lapses in grammar and syntax.

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: there will be a detailed explanation of specific examples of radio stations in each of the three broadcasting sectors (commercial, BBC and community) at national, regional and local level, identifying details of their staffing structures, more detailed information on running costs, such as the proportion of the licence fee that finances any given station in the BBC whether local, regional or national, funding of the world service, licence fees, costs and advertising revenue for national regional and local commercial stations, and grant funding for community, student or hospital stations. There should be evidence of knowledge of the range of licences that can be obtained for broadcasting. There should be detailed evidence of the role played by independent production companies in producing programmes for broadcast.

M2: learners will provide detail in their explanation of job roles including job descriptions from all the sectors. Learners will show a greater understanding of the differences in working practices between the larger national state and commercial stations and the smaller community, student or hospital radio stations, giving examples to illustrate their points, though they will not elucidate these examples to show how they illustrate the points they support. There will be evidence of a clear understanding of the differences between a contract of employment, a job description and a person specification, using documentation for a specific job advertised.

There will be evidence of clear understanding of differences in employment between the state, commercial and independent sectors.

M3: a clear understanding of the legal and ethical requirements that bind radio broadcasters will be evidenced, identifying through detailed examples how the regulatory bodies impact on those who work in radio broadcasting. A clear understanding of ethical issues, policies and procedures will be demonstrated using examples of complaints and judgements and identifying issues of good taste and acceptable conventions in radio broadcasting practice.

M4: a clear understanding of many of the concerns that relate to the way in which radio technology is developing will be evidenced through examples of the effect that new listening options will have on employment and audiences. The current debate on the best form of digital radio technology will be explained along with the options and their viability

M1, M2 M3 and M4: learners will use subject vocabulary for the most part correctly, but may make mistakes or be unsure about usages at times.

M5: learners will have a clear idea of the specific role for which they want to apply. There will be evidence of careful preparation for the application in the form of a detailed CV listing their qualifications and experience, and a clear understanding of the nature of the post applied for evidenced by an application letter that relates experience and qualifications to the job specification. A clear understanding of the function of the relevant professional bodies will be evidenced in a written report. When applying for a presenter's role learners will have produced a demo tape or disc that is substantially of good quality, correctly structured and of appropriate running time. When expressing themselves formally in writing, learners' skills will be sound with typically few lapses in grammar and syntax, though there might be some errors of spelling and punctuation.

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 explain in depth how current ownership in the commercial radio sector has developed and expects to develop in the future, how the BBC intends decentralising its operations to the north of England and how the not-for-profit student or hospital sector functions as a training ground for aspiring broadcasters, supporting all points made with sound evidence. There will also be a detailed analysis, supported by elucidated examples, of the role played by the independent programme production sector in producing both live and pre-recorded programmes for the BBC, including a detailed explanation of the commissioning process.

D2: there will be evidence of a full understanding of the differences between a range of job roles in the state, commercial and independent sectors using fluent subject terminology. Learners will give a thorough explanation of the differences between a contract of employment, a job description and a person specification, using detailed illustrative examples of documentation for specific jobs advertised.

D3: a full understanding of the legal requirements that bind radio broadcasters will be evidenced identifying in detail and through elucidated examples how the regulatory bodies impact on those who work in radio broadcasting. A full understanding of ethical broadcasting issues, policies and procedures will be demonstrated using fluent subject terminology, which identifies issues of good taste and acceptable conventions in radio broadcasting practice.

D4: there will be evidence of a substantial understanding of many of the concerns and policy issues that relate to the way in which radio technology is developing. Learners will evidence fully with elucidated examples the effects of changing technologies across a representative range of radio stations in all the sectors in radio broadcasting practice.

D1, D2 D3 and D4: subject-related vocabulary will be used correctly and confidently at all times.

D5: learners will produce a comprehensive, well-written letter of application for an advertised job vacancy in the radio industry, in response to a systematic job search strategy. The application form, if applicable, will be completed correctly and the CV will be structured to near professional standards detailing all information relevant to the learner's qualifications and experience. There will be detailed evidence of the role applied for. A detailed understanding of the function and role of the relevant professional bodies will be demonstrated, supported by examples of their activity that are explicitly related to the exemplar case or judgement and a critical assessment of the bodies' effectiveness. Where appropriate for application for a presenting role the demo tape or disc will be produced to a near-professional technical standard and the content will be articulate and wholly relevant to the application. When expressing themselves formally in writing, learners' skills will be good with typically quite complex sentence structures, very few grammatical errors and infrequent errors in spelling and punctuation.

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 – Structure, Organisation and Ownership	Researcher working for a company that produces annually a national guide to the UK media industries is tasked with producing a report on the structure, organisation and ownership of the UK radio industry.	<ul style="list-style-type: none"> All research notes. Finished report.
P2,M2,D2	Assignment 2 – Jobs, Working Practices, and Contracts	Researcher working for the publisher of a book about how to get into the broadcasting industries (for example, <i>On Air</i>) is tasked with producing a chapter on jobs in the UK radio industry.	<ul style="list-style-type: none"> All research notes. Finished chapter for inclusion in publication.
P3,M3,D3	Assignment 3 – Regulation, Legal and Ethical Issues.	Researcher working for a regulatory body or publisher is tasked with producing a report on the UK radio industry.	<ul style="list-style-type: none"> All research notes. Finished report.
P4,M4,D4	Assignment 4 – New Technologies	Researcher working for the Radio Listener's Guide has been asked to report on new technologies in the UK radio industry.	<ul style="list-style-type: none"> All research notes. Finished report.
P5, M5, D5	Assignment 5 – Applying for a Job	Learners produce a CD on applying for a job in the UK radio industry.	<ul style="list-style-type: none"> All research notes. Advice on applying for a job. Exemplar demo disc. Exemplar curriculum vitae. Exemplar application letters. Exemplar references.

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
The Creative Media Sector	Developing a Small Business in the Creative Media Industries
	Working Freelance in the Creative Media Sector

Though there are links between this unit and other units that deal with understanding the media industries (Units 7, 8, 10, 11, 12 and 13) learners would not be expected to take any of those units alongside this one in the same Creative Media Production programme.

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

- RC1 Work effectively in radio
- RC2 Research the structure of the radio industry.

Essential resources

Learners will require access to information about professional practice within the radio industry from a variety of sources such as professional bodies, trade magazines, the internet, visiting radio professionals and reference books.

BBC websites provide job profiles, roles and titles for in-house jobs, audience research data, commissioning information for independent production companies, in-house and general public enquiries.

Employer engagement and vocational contexts

Learners will benefit greatly from contact with radio industry practitioners with current industry experience.

A visiting speaker such as a producer/station manager from a commercial or BBC state radio station will also be very helpful, as will an opportunity to study career paths into the industry

Learners will also be able to find information through websites that deal with job roles in the radio industry, for example www.bectu.co.uk or www.skillsset.org.uk. Skillset's National Occupational Standards in Production also provide useful information on the range of job roles available in a radio station, 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

Alden C – *On Air: A Career in TV and Radio* (Guardian Books, 2005) ISBN 978-1843542072

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

Fogg, Korbel and Brooks – *Community Radio Toolkit* (Radio Regen, 2006)

Gibson J – *Media 08 The essential guide to the changing Media landscape* (Guardian books published annually) ISBN 978-0852650910

Keith M C – *The Radio Station, 7th Edition* (Focal Press, 2006) ISBN 978-0240808505

McLeish R – *Radio Production, 5th Edition* (Focal Press, 2005) 0-240519728

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

Warren S – *Radio: The Book, 4th Edition* (Focal Press, 2004) ISBN 978-0240806969

Journals

Ariel

Broadcast

Radio Magazine

Radio Times

The Guardian (Monday media supplement)

Websites

www.asa.org.uk/asa/ – the Advertising Standards Authority website

www.bbc.co.uk/ – the BBC website links to a range of information

www.bbc.co.uk/commissioning/marketresearch – BBC audience information

www.bbc.co.uk/commissioning/marketresearch/ – information on programme audiences

www.bbc.co.uk/commissioning/radio/local/ – information on programme producers and how to respond to a commission for a programme for a local station if you are an independent producer

www.bbc.co.uk/commissioning/radio/network/index – information on programme producers and how to respond to a commission for a programme for a national station if you are an independent producer

www.bbc.co.uk/jobs/ – lists of jobs available at the BBC

www.bbc.co.uk/jobs/whatwedo/ – job descriptions for specific jobs at the BBC

www.bbc.co.uk/jobs/whatwedo/journalism/roles – job descriptions for specific jobs for journalists at the BBC

www.bbc.co.uk/jobs/whatwedo/programmemaking/roles – job descriptions for specific programme making jobs at the BBC

www.bbc.co.uk/radio – BBC Radio

www.broadcastnow.co.uk/ – magazine listing jobs and carrying radio industry news

www.commedia.org.uk – community radio membership association

www.communityradiotoolkit.net – web resource for community radio

www.cra.co.uk/ – the Commercial Radio professional body

www.dotukdirectory.co.uk/radio – the directory of radio stations

www.mcps-prs-alliance.co.uk/ – the website for all matters relating to copyright on radio

www.mediabridge.org.uk – a newsletter listing jobs in the media industry

www.radioacademy.org – the Radio Academy promotes good radio and organizes the radio awards

www.radiocentre.org/radiocentre/ – the Radio Centre, representing commercial radio

www.radioguide.co.uk – the guide to all UK radio stations

www.radiolistenersguide.co.uk – the *Radio Listener's Guide* website

www.radioregen.org – leading community radio development agency

www.skillset.org/radio/ – the website of the Sector Skills Council for the creative media sector

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	analysing and evaluating information, judging its relevance and value when investigating employment opportunities in the radio sector planning and carrying out research, appreciating the consequences of decisions when identifying resources required for a career in radio
Reflective learners	evaluating experiences and learning to inform future progress when evaluating the success of job search.

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 ...
Creative thinkers	planning and carrying out research, appreciating the consequences of decisions when finding creative solutions to identifying and sourcing requirements
Self-managers	exploring issues, events or problems from different perspectives when taking responsibility for implementing a career plan in the radio industry.

● 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 a career in radio
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	presenting reports on job opportunities in the UK radio industry
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 career development documentation
Bring together information to suit content and purpose	preparing reports on job searches
Present information in ways that are fit for purpose and audience	producing application letters and CVs in response to job advertisements in the radio industry
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	planning timelines for career development in the radio industry
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in interviews for jobs in the radio industry
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching opportunities for jobs in the radio industry
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing application letters for jobs in the radio industry.