



Media Broadcast Technician

Youth Apprenticeship

MEDIA BROADCAST TECHNICIAN

Media Broadcast Technician youth apprentices gain foundational skills of set up, operation, and maintenance of equipment used to transmit audio and video for radio or television.

Length of Apprenticeship: One or two years

COMPETENCIES

Youth apprentices must complete a **total of 8** competencies in year 1. **Seven** must be from the list below. Second year youth apprentices must complete a total of **8 different** competencies in the second year. If necessary, employers can substitute **1** competency per year with another occupationally appropriate skill. That skill should be added to the competency list for assessment.

Competencies
1. Record sound for broadcasting
2. Record video for broadcasting
3. Control audio/video equipment during broadcast
4. Monitor strength, clarity, and reliability of incoming and outgoing signals
5. Adjust equipment to maintain quality broadcasts
6. Operate electronic transmission equipment
7. Diagnose and resolve media system problems
8. Perform minor repairs and cleaning of audio and/or video equipment
9. Edit broadcast materials
10. Prepare recording session area
11. Set up and operate portable field transmission equipment
12. Install, connect, and make cables
13. Assist the installation of equipment
14. Troubleshoot equipment and systems
15. Assist operators through help desk calls
16. Contribute to plan of new broadcasts and installations

POST-SECONDARY PATHWAY OPPORTUNITIES

There are several post-secondary pathway opportunities in this area. The following is a partial list.

- Audio Engineer
- Digital Media Production
- Television and Video Production



Media Broadcast Technician

Youth Apprenticeship

ON-THE-JOB LEARNING PERFORMANCE STANDARDS GUIDE

(TO BE COMPLETED BY YA CONSORTIUM)

YOUTH APPRENTICE INFORMATION

Youth Apprentice Name	
YA Coordinator	YA Consortium
School District	High School Graduation Date

REQUIREMENTS

Level One Requirements

Youth apprentices must complete ALL the items listed below. Check completed areas.

- Year 1 Competency checklist
- Employability Skills checklist (in this OJL Guide) or the DPI Employability Skills Certificate
- Related instruction equal to 1 high school credit or at least 3 college credits
- Minimum of 450 work hours

HOURS

Record the hours the youth apprentice worked.

Total Hours Employed	Company Name	Telephone Number

RELATED INSTRUCTION

YEAR 1: Indicate which related instruction courses the youth apprentice completed.

Dual Credit	Course Number and Title	Credits	Instruction Provider
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

SIGNATURES

The On-the-Job Learning Performance Standards Guide includes a list of competencies youth apprentices learn through mentoring and training at the worksite.

Instructions for the Worksite Employers/Mentors and School-Based or YA coordinators: This document should be reviewed with the employer/mentor, school-based or YA coordinator on a regular basis with the youth apprentice to record progress and plan future steps to ensure completion of the required competencies. Mentors, school-based/YA coordinator, and the apprentice sign below.

Employer/Mentor Signature	Employer/Mentor Signature
Employer/Mentor	Employer/Mentor
Business/Company	Business/Company
Date Signed	Date Signed
School-Based and/or YA Coordinator Signature	School-Based and/or YA Coordinator Signature
School-Based and/or YA Coordinator	School-Based and/or YA Coordinator
School District or Organization	School District or Organization
Date Signed	Date Signed
Youth Apprentice Signature	Youth Apprentice Signature
Youth Apprentice	Youth Apprentice
School District / High School	School District / High School
Date Signed	Date Signed

EMPLOYABILITY SKILLS (TO BE COMPLETED BY YA EMPLOYER/MENTOR)

Youth apprentices must demonstrate key employability skills.

The DWD YA program employability skills requirement may be attained and demonstrated through two processes. (See options listed below.) Employability skills must be completed for every year a student is in the program. The DPI Employability Skills Certificate may be counted as meeting one of those two years, provided the certificate is earned in the same year the student is enrolled in youth apprenticeship or they can complete the YA Employability Skills in the OJL. The Employability Skills Certificate must be obtained through the DPI.

1. If a student has successfully completed a Wisconsin Department of Public Instruction (DPI) State-Certified Cooperative Education, [Co-Op Employability Skill certification](#) then they have met the YA Employability Skills requirement for that year. A copy of the student’s DPI Co-Op Employability Skill Certificate must be maintained on file with their YA regional consortium.

Earned Wisconsin Employability Skills Certificate (checked if applicable) or,

2. Completed and rated “Employability Skills” through this YA OJL guide as described below.

3	Exceeds Expectations: Exceeds entry-level criteria; requires minimal supervision; consistently displays this behavior
2	Meets Expectations: Meets entry-level criteria; requires some supervision; often displays this behavior
1	Working to Meet Expectations: Needs improvement; requires much assistance and supervision; rarely displays this behavior

The following skills are required of all youth apprentices.

Employability Skills	Rating		
	Minimum Rating of 2 for EACH		
	Check Rating		
Competency and Rating Criteria	1	2	3
1. Develops positive work relationships with others. <i>Examples of qualities and habits that the employee might exhibit include . . .</i> <ul style="list-style-type: none"> • Interacts with others with respect and in a non-judgmental manner • Responds to others in an appropriate and non-offensive manner • Helps co-workers and peers accomplish tasks or goals • Applies problem-solving strategies to improve relations with others • When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability Skills	Rating		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>2. Communicates effectively with others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Adjusts the communication approach for the target audience, purpose, and situation to maximize impact • Organizes messages/information in a logical and helpful manner • Speaks clearly and writes legibly • Models behaviors to show active listening • Applies what was read to actual practice • Asks appropriate questions for clarity 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Collaborates with others</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities • Shares responsibility for collaborative work and decision making • Uses the problem-solving process to work through differences of opinion in a constructive manner to achieve a reasonable compromise • Avoids contributing to an unproductive group conflict • Shares information and carries out responsibilities in a timely manner 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Maintains composure under pressure</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Uses critical thinking to determine the best options or outcomes when faced with a challenging situation • Carries out assigned duties while under pressure • Acts in a respectful, professional, and non-offensive manner while under pressure • Applies stress management techniques to cope under pressure 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Demonstrates integrity</p> <p><i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Carries out responsibilities in an ethical, legal and confidential manner • Responds to situations in a timely manner • Takes personal responsibility to correct problems • Models behaviors that demonstrate self-discipline, reliability, and dependability 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability Skills	Rating		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>6. Performs quality work <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Carries out written and verbal directions accurately • Completes work efficiently and effectively • Performs calculations accurately • Conserves resources, supplies, and materials to minimize costs and environmental impact • Uses equipment, technology, and work strategies to improve workflow • Applies problem-solving strategies to improve productivity • Adheres to worksite regulations and practices • Maintains an organized work area 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. Provides quality goods or services (internal and external) <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Shows support for the organizational goals and principles by own personal actions • Displays a respectful and professional image to customers • Displays an enthusiastic attitude and desire to take care of customer needs • Seeks out ways to increase customer satisfaction • Produces goods to workplace specifications 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Shows initiative and self-direction <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Prioritizes and carries out responsibilities without being told • Responds with enthusiasm and flexibility to handle tasks that need immediate attention • Reflects on any unsatisfactory outcome as an opportunity to learn • Improves personal performance by doing something different or differently • Analyzes how own actions impact the overall organization • Supports own action with sound reasoning and principles • Balances personal activities to minimize interference with work responsibilities 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability Skills	Rating		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>9. Adapts to change <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Shows flexibility and willingness to learn new skills for various job roles • Uses problem-solving and critical-thinking skills to cope with changing circumstances • Modifies own work behavior based on feedback, unsatisfactory outcomes, efficiency, and effectiveness • Displays a "can do" attitude 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Demonstrates safety and security regulations and practices <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Follows personal safety requirements • Maintains a safe work environment • Demonstrates professional role in an emergency • Follows security procedures • Maintains confidentiality 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. Applies job-related technology, information, and media <i>Examples of qualities and habits that the employee might exhibit include . . .</i></p> <ul style="list-style-type: none"> • Applies technology effectively in the workplace • Assesses and evaluates information on the job • Assesses training manuals, website, and other media related to the job 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>12. Fulfills training or certification requirements for employment <i>Examples of this requirement may include . . .</i></p> <ul style="list-style-type: none"> • Participation in required career-related training and/or educational programs • Passing certification tests to qualify for licensure and/or certification • Participation in company training or orientation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. Sets personal goals for improvement <i>Examples of this requirement may include . . .</i></p> <ul style="list-style-type: none"> • Setting goals that are specific and measurable • Setting work-related goals that align with the organization's mission • Identifying strategies to reach goals • Reflecting on goal progress to regularly evaluate and modify goals 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OCCUPATIONAL COMPETENCIES

(TO BE COMPLETED BY YA EMPLOYER/MENTOR)

Youth apprentices must complete a **total of 8** competencies in year 1. **Seven** must be from the list below. Second year youth apprentices must complete a total of **8 different** competencies in the second year. If necessary, employers can substitute **1** competency per year with another occupationally appropriate skill. That skill should be added to the competency list for assessment.

Rating Scale

3: Exceeds entry level criteria | Requires minimal supervision | Consistently displays this behavior

2: Meets entry level criteria | Requires some supervision | Often displays this behavior

1: Needs improvement | Requires much assistance and supervision | Rarely displays this behavior

If any competencies are rated "1" on the final performance review checklist that is submitted to WI DWD it is considered a failed checklist.

Occupational Competencies	Ratings		
	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>1. Record sound for broadcasting</p> <ul style="list-style-type: none"> • follow safety and security procedures • operate audio console • access recording software • select appropriate recording devices (microphones, etc.) • follow recording plan/script • monitor recording for audio quality • store audio recording (location and format, file organization) • document procedures and steps taken 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Record video for broadcasting</p> <ul style="list-style-type: none"> • follow safety and security procedures • operate video equipment • access recording software • select appropriate recording devices (cameras, monitors, microphones, etc.) • follow recording plan/script • frame image for video • monitor recording for audio quality • monitor recording for video quality (frame, lighting, focus, subjects, etc.) • synchronize audio and video • store video recording (location and format, file organization) • document procedures and steps taken 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>3. Control audio/video equipment during broadcast</p> <ul style="list-style-type: none"> • follow safety and security procedures • read a volume unit (VU) meter and/or Peak Program Meter (PPM) • use a waveform monitor (video) • make necessary corrections during broadcast • route sources of audio and video signals to selected destinations • use telephone hybrid/internet codec (capture external audio/video at high quality) • monitor playback (confidence monitors) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Monitor strength, clarity, and reliability of incoming and outgoing signals</p> <ul style="list-style-type: none"> • follow safety and security procedures • read a volume unit (VU) meter and/or Peak Program Meter (PPM) • use a waveform monitor (video) • make necessary corrections during broadcast • route sources of audio and video signals to selected destinations • monitor playback (confidence monitors) • monitor source of signals (satellite, remote pick-up/microwave, Electronic News Gathering -(ENG)) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Adjust equipment to maintain quality broadcasts</p> <ul style="list-style-type: none"> • follow safety and security procedures • read a volume unit (VU) meter and/or Peak Program Meter (PPM) • use a waveform monitor (video) • make necessary corrections during broadcast • route sources of audio and video signals to selected destinations • monitor playback (confidence monitors) • monitor source of signals (satellite, remote pick-up/microwave, Electronic News Gathering (ENG)) • use a multimeter • use modulation monitors 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>6. Operate electronic transmission equipment</p> <ul style="list-style-type: none"> • follow safety and security procedures • adhere to Federal Communications Commission (FCC) rules and Regulations • log equipment parameters • calibrate transmission equipment • check functionality of remote monitoring equipment • perform basic equipment maintenance proactively • document actions taken 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. Diagnose and resolve media system problems</p> <ul style="list-style-type: none"> • follow safety and security procedures • discuss problems with users • follow a system process flow • research possible solutions • seek assistance/ask questions where needed • propose possible solutions • assist resolution of problem • document actions taken 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Perform minor repairs and cleaning of audio and/or video equipment</p> <ul style="list-style-type: none"> • follow safety and security procedures • follow manufacturer's service manual processes • use appropriate tools for the piece of equipment • use appropriate materials for the piece of equipment • test equipment for normal function after repair/cleaning • document actions taken 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. Edit broadcast materials</p> <ul style="list-style-type: none"> • follow safety and security procedures • use computer editing program(s) • follow editing best practices • determine format requirements for levels and dynamic range • document actions taken 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>10. Prepare recording session area</p> <ul style="list-style-type: none"> • follow safety and security procedures • set up lights • set up cameras • set up monitoring devices • set up microphones • schedule recording area space 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. Set up and operate portable field transmission equipment</p> <ul style="list-style-type: none"> • follow safety and security procedures • set up remote broadcast transmitters or antenna • set up remote broadcast codecs • verify studio signal is clean and at proper level • operate equipment video/audio feeds 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>12. Install, connect, and make cables</p> <ul style="list-style-type: none"> • follow safety and security procedures • identify proper wire and connectors • use proper pinouts • use soldering and crimping tools • ensure cable is wired correctly to pass signals • install cable assembly • use proper strain relief and cable management • label wires • document wire installation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. Assist the installation of equipment</p> <ul style="list-style-type: none"> • follow safety and security procedures • assist with racking and stacking of equipment • install power cabling • install cable management • connect cable assemblies • configure and adjust equipment • document procedures taken 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Competencies	Ratings		
Competency and Rating Criteria	Minimum Rating of 2 for EACH Check Rating		
	1	2	3
<p>14. Troubleshoot equipment and systems</p> <ul style="list-style-type: none"> • follow safety and security procedures • test equipment or system functionality • identify possible issue • identify impact on other equipment and/or systems • research potential solutions • document steps taken 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>15. Assist operators through help desk calls</p> <ul style="list-style-type: none"> • follow safety and security procedures • use support scripts for troubleshooting • use ticket tracking system • research potential solutions • document steps taken 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>16. Contribute to plan of new broadcasts and installations</p> <ul style="list-style-type: none"> • follow safety and security procedures • identify project goals • research equipment and capabilities • assist with quoting and sourcing of equipment • identify power requirements • identify cable requirements • identify network connectivity requirements • interview staff working at the location • document information acquired 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Competency Substitute (if you replaced a competency above, note the competency and rating)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			



Post-Program Completion Survey

Youth Apprenticeship

YA POST-PROGRAM COMPLETION SURVEY: EMPLOYER FEEDBACK

Employers complete the following information. YA Coordinators will enter this into the Post-Program Completion Survey.

YA Employer Post-Program Completion Questions	
Will you offer or have you offered the Youth Apprentice a continuing position with your company?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If continuing position offered to youth apprentice, did they accept?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, please answer the questions below:	
Was the offer for full time or part time work?	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time
Title of the position offered:	
What is the wage of the continuing employment offer?	
If applicable, will the youth apprentice advance to a Registered Apprenticeship?	

YA POST-PROGRAM COMPLETION SURVEY: COMPLETED BY YA CONSORTIUM

The [Post-Program Completion Survey](#) form is to be provided to each student completing the Youth Apprenticeship program to capture information on the student's plans after leaving the program. This **form should be completed by the Youth Apprenticeship Coordinator** to capture information from all high school seniors and their employers after successful completion of the Youth Apprenticeship Program.

The form should be completed during the final meeting between the student, mentor, and Youth Apprenticeship Coordinator, when the final checklist or On-the-Job Learning (OJL) Guide is filled out and signed. Information captured on this form must be entered online using the Youth Apprenticeship Online Data Application (YODA) System.

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