






**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Media, Law and Ethics (Taylors)				
Module Code	UACAHF-15-3	Level	3	Version	1
Owning Faculty	ACE	Field	Culture and Media Studies		
Contributes towards	BA(Hons) Media and Journalism				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2020	

<b>CAP Approval Date</b>	11/2/14
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of competing conceptions of ethics, and how normative conceptions of ethics can be used to critically analyse existing laws and other regulations (Component A);</li> <li>2. Demonstrate the ability to understand and analyse ethical challenges to journalists and other public communicators (Component A);</li> <li>3. Demonstrate an understanding of laws governing the media how they are applied, and how they impact on journalists and other media workers (Component A);</li> <li>4. Demonstrate the ability to critically engage with ethical debates and issues and their impact on journalism practice and journalism's role in society (Component A);</li> <li>5. Evidence the ability to critically evaluate both practical and the theoretical ethical issues (Component A).</li> </ol>
Syllabus Outline	<p>This module introduces students to a range of legal and ethical issues relating to the media. It will encourage students to develop their understanding of the importance or legal, regulatory and ethical considerations in society. Students will explore competing conceptions of ethics and discuss and analyse their role in modern society,</p>

	<p>as well as in the field of journalism. This module will also encourage students to consider the codification of ethics, the range of regulatory and legal tools, and their applicability, particularly in relation to court reporting.</p> <p>By the end of the module students will have a portfolio of work demonstrating their understanding of how legal and ethical issues function.</p>																																	
Contact Hours	The scheduled contact will be 36 hours encompassing all teaching activity outlined below.																																	
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <ul style="list-style-type: none"> <li>Students will be required to attend weekly lectures and seminars, which may include practical exercises, and to visit local Magistrates Courts.</li> </ul> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion.</p> <ul style="list-style-type: none"> <li>Students will be required to spend time on essential readings and will be encouraged to spend time exploring further reading relating to the topics explored in the session</li> <li>In addition to the supervised time spent on portfolio work indicated above, students will be required to produce entries for their portfolio outside of scheduled time.</li> </ul>																																	
Key Information Sets Information	<p><b>Key Information Set - Module data</b></p> <table border="1" data-bbox="459 1048 1369 1435"> <tr> <td colspan="5"><i>Number of credits for this module</i></td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> <td></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <table border="1" data-bbox="571 1592 1262 1827"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Portfolio of written material</td> <td></td> <td>100%</td> </tr> <tr> <td>Reflective essay</td> <td></td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td></td> <td></td> <td>100%</td> </tr> </table>	<i>Number of credits for this module</i>					15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	36	114	0	150		Total assessment of the module:			Portfolio of written material		100%	Reflective essay		0%	Practical exam assessment percentage		0%			100%
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Reading Strategy	<p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <ul style="list-style-type: none"> <li>Students will be required to attend weekly sessions across the semester.</li> </ul>																																	

	<p>These sessions will be practice-orientated and may include a mini-lecture, seminar discussion on examples of feature writing and topics raised, practical exercises and supervised time to spend on portfolio work.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion.</p> <ul style="list-style-type: none"> <li>• Students will be required to spend time on essential readings and will be encouraged to spend time exploring further reading relating to the topics explored in the session</li> <li>• Students will be required to spend time researching and writing their reflective essay</li> <li>• In addition to the supervised time spent on portfolio work indicated above, students will be required to produce entries for their portfolio outside of scheduled time.</li> </ul>
Indicative Reading List	<p>The following list is offered to provide the validation panels with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings and viewing will be constantly updated and made available to students via other more up to date sources.</p> <p>Banks, D. and Hanna, M (2009) <i>McNae's Essential Law for Journalists</i> Oxford: OUP  Barendt, E (2007) <i>Freedom of Speech</i> Oxford: OUP  Carey, P. (2010) <i>Media Law</i> London: Sweet and Maxwell  Crock, T. (2010) <i>Comparative Media Law and Ethics</i>. London: Routledge  Keller, P. (2011) <i>European and International Media Law: Liberal Democracy, Trade and the New Media</i> Oxford: OUP  Tambini, D. et al (2007) <i>Codifying Cyberspace: Communications Self Regulation in the Age of Internet Convergence</i> London: Routledge  Robertson, G and Nicol, A. (2008) <i>Media Law</i> London: Penguin</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The summative assessment is as follows:</p> <p>Component A, 1: Portfolio</p> <p>Students are required to submit a portfolio of work which will include the outcomes of set tasks through the module. These will be designed to enable students to develop and demonstrate, for the purposes of assessment, their acquisition of skills, knowledge, understanding and experience that will enable them to meet the learning outcomes for the module.</p> <p>Students must demonstrate an understanding of the application of ethics and media law to current journalistic issues. Examples of specific tasks to be included in the portfolio will be clearly defined in the Module Handbook. The portfolio may include:</p> <ul style="list-style-type: none"> <li>• Two essays demonstrating the application of ethics and media law to current journalistic practice</li> <li>• Journalistic work</li> <li>• A research report</li> </ul>

	<ul style="list-style-type: none"> <li>A critical appraisal</li> </ul> <p>All assessment judgements refer back to the learning outcomes for the module.</p>														
	<table border="1"> <thead> <tr> <th>Assessment Criteria</th> <th>Relating to Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td>1. Demonstrate an ability to produce writing in a range of formats to a professional standard.</td> <td>1,2,3</td> </tr> <tr> <td>2. Demonstrate an understanding of competing conceptions of ethics.</td> <td>2,3,4</td> </tr> <tr> <td>3. Evidence an ability critically analyse existing UK laws and regulations.</td> <td>2, 3, 4, 5.</td> </tr> <tr> <td>4. Demonstrate an understanding and an ability to analyse ethical challenges to journalists and other public communicators.</td> <td>1, 2, 3, 4,</td> </tr> <tr> <td>5. Apply appropriate language, as well as correct grammar and spelling.</td> <td>4, 5</td> </tr> <tr> <td>6. Demonstrate an understanding of a range of laws, how they are applied and how they impact on journalists and other media professionals.</td> <td>1,2,4</td> </tr> </tbody> </table>	Assessment Criteria	Relating to Learning Outcomes	1. Demonstrate an ability to produce writing in a range of formats to a professional standard.	1,2,3	2. Demonstrate an understanding of competing conceptions of ethics.	2,3,4	3. Evidence an ability critically analyse existing UK laws and regulations.	2, 3, 4, 5.	4. Demonstrate an understanding and an ability to analyse ethical challenges to journalists and other public communicators.	1, 2, 3, 4,	5. Apply appropriate language, as well as correct grammar and spelling.	4, 5	6. Demonstrate an understanding of a range of laws, how they are applied and how they impact on journalists and other media professionals.	1,2,4
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	<b>0</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
Portfolio of written material	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
	0	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
Portfolio of written material	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
	0	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated		

by the Module Description at the time that retake commences.