

**QQI**Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Component Specification NFQ Level 6

### Media Ethics and Legal Framework 6N5453

#### 1. Component Details

<b>Title</b>	Media Ethics and Legal Framework
<b>Teideal as Gaeilge</b>	Eitic sna Meáin agus Creat Dlíthiúil
<b>Award Type</b>	Minor
<b>Code</b>	6N5453
<b>Level</b>	6
<b>Credit Value</b>	15
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence in the legal and regulatory framework and the ethical issues which pertain to print, broadcast and online media industries.
<b>Learning Outcomes</b>	<p>Learners will be able to:</p> <ol style="list-style-type: none"><li>1 Examine a range of ethical issues relating to Print, Broadcast and Online Journalism to include language; use and bias; censorship and the ethical implications of deregulation of the media and of the concentration media ownership</li><li>2 Distinguish between mainstream and alternative journalism and between primary and secondary ethical dilemmas to include an evaluation of the range of day to day ethical dilemmas facing journalists and reporters</li><li>3 Evaluate the regulatory framework of the traditional media environment and of new development online media, to include statutory and self regulation and</li></ol>

the role, functions and codes statutory media regulators

- 4 Critically examine the media standards and codes of conduct of regulatory and self regulatory bodies
- 5 Demonstrate comprehensive understanding of a range of concepts underpinning media standards and ethics and the internal controls used within a specific media organisation to maintain these
- 6 Examine Irish defamation law to include the different types of defamation as it applies to print, audio visual and online media and the functions of the Law Reform Commission with regard to defamation
- 7 Examine the constitutional rights of the individual to include the European Convention on Human Rights
- 8 Evaluate a range of different aspects of Irish legislation affecting the media to include; the law relating to the protection of children and children's advertising, Data Protection and Freedom of Information
- 9 Explain the terms intellectual property and copyright and the implications of recent media laws relating to copyright and intellectual property on Print, Audio. Visual and Online media
- 10 Demonstrate a comprehensive understanding of the Irish legal system and concepts relevant to media reporting, distinguishing between civil and criminal and the requirements and restrictions of court reporting to include the rules governing the protection of witnesses and children in court and the legal implications of unauthorised disclosure of information relating to children in care
- 11 Review the role of the crime correspondent within the context of the Irish Criminal Justice System, to include an outline of current legislation and the role of relevant government departments and or state agency functions
- 12 Review the role of the industrial Correspondent within the context of Irish Employment Law and industrial relations framework to include an outline of current legislation and the role of relevant government departments and or state agency functions
- 13 Demonstrate an understanding of the Irish electoral system and of the legal entitlements and powers of the electorate and candidates for election under electoral law

- 14 Demonstrate an understanding of local government and the relevant legislation, regulations, standards and codes of conduct pertaining to local councillors, council employees, members of the public and other public representatives in the operation of local government
- 15 Review the role of the political correspondent within the Irish Political and Governance system at national and European level to include an outline of current legislation and or regulations or standards and the role of relevant government departments and or state agencies
- 16 Reflect on the role of the Media in Irish Society and the ethical and legal framework within which it operates.

## Assessment

### General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be undertaken consistently and reflect current assessment guidelines. See [www.qqi.ie](http://www.qqi.ie).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of

assessment. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

## Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Project	60%
Examination - Theory	40%

## Description

### Project

*A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.*

### Examination - Theory

*An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.*

*A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.*

## Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and**

**Operational Guidelines for the Recognition of Prior Learning  
in Further and Higher Education and Training** available at  
[www.qqi.ie](http://www.qqi.ie)

<b>Grading</b>	Pass	50% - 64%
	Merit	65% - 79%
	Distinction	80% - 100%
<b>Specific Validation Requirements</b>	There are no specific validation requirements	
<b>Supporting Documentation</b>	<ol style="list-style-type: none"> <li>1. Current Broadcasting Codes and Standards <a href="http://www.bai.ie">www.bai.ie</a></li> <li>2. Code of Practice for Newspapers and Magazines <a href="http://www.pressombudsman.ie">www.pressombudsman.ie</a></li> <li>3. Department of Justice Equality and Law Reform, <a href="http://www.justice.ie">www.justice.ie</a></li> </ol>	
<b>Access</b>	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.	
<b>Transfer</b>	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.	

## 2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

### 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

### Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems

Competence	Context	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
	Learning to Learn	Learn to take responsibility for own learning within a managed environment.
	Insight	Express an internalised, personal world view, reflecting engagement with others.

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*

