

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	FREEDOM AND CONTROL IN THE MEDIA
<b>Unit ID:</b>	FLMES2451
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BATCC1001 or BATCC1002 or FLMES1001 or FLMES1002)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(ATSGC2451 and ATSGC3451 and FLMES3451)
<b>ASCED:</b>	100799

## Description of the Unit:

This unit introduces students to key issues and debates about media regulation, freedom and control. Topics address issues of media ownership, convergence, censorship and classification, globalisation and piracy. Students explore the policy frameworks that respond to these issues, and their implications and effects. The unit examines histories of different regulatory procedures, their present forms, and their particular application in an Australian context.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Analyse a range of media policy issues and their effects.
- K2.** Comprehend the challenges facing the media policy landscape.
- K3.** Appraise and utilise key debates, issues and perspectives informing the study of media regulation, freedom and control.

#### Skills:

- S1.** Research and explain media policy problems and debates.
- S2.** Express substantiated, reasoned expositions and arguments concerning the history and development of selected media policy issues and their social, political, economic and cultural effects.
- S3.** Summarise themes, rhetorics, issues and debates that define media regulation and media policy decisions.

#### Application of knowledge and skills:

- A1.** Apply skills in critical thinking and analysis to argue, write about and discuss media policy issues, decisions and factors affecting the regulatory landscape.
- A2.** Utilise and integrate relevant rhetorical frameworks in analysing a range of examples of media regulation and their effects.
- A3.** Identify links and tensions between issues, debates, concepts and perspectives that define the study of media regulation, freedom and control.

#### Unit Content:

Topics may include:

- What is media policy?
- Approaches to policy analysis
- Ownership and control
- Convergence
- Classification and censorship
- Globalisation

- Internet regulation
- Surveillance and privacy
- Piracy

### Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

**One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, A1, A2, A3	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, A4	AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, S2	AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, S2, S3, A1, A4	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S2, A4	AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3 S1, S2, S3 A1, A2, A3	Demonstrate understanding of key themes and concepts through analysis of set topic material.	Essay	30-45%
K1, K3 S1, S3 A2	Provide focused and informed responses to policy concepts, regulatory changes, debates and issues.	Online learning tasks	10-20%
K1, K2, K3 S1, S2, S3 A1, A2, A3	Application of unit concepts to analysis of a defined case study in policy and regulation.	Case Study Analysis	40-55%

**Alignment to the Minimum Co-Operative Standards (MiCS)**

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

MLA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)