

## 1. BASIC DATA

<b>Subject</b>	Specialized Legislation.
<b>Titration</b>	Bachelor's Degree in Audiovisual Communication
<b>School/ Faculty</b>	Faculty of Economics, Business and Communication Sciences
<b>Course</b>	Second
<b>ECTS</b>	3 ECTS
<b>Character</b>	Obligatory
<b>Language/s</b>	Spanish/ English
<b>Modality</b>	Face
<b>Semester</b>	First semester
<b>Academic year</b>	2024/2025
<b>Teacher</b>	Marcos González Fernández

## 2. PRESENTATION

The subject "Specialized Legislation" is a compulsory subject, of the first semester of the second year within the planning of the teaching of the Degree in Communication of the European University of Madrid.

The market for communication services is one of the most powerful and cutting-edge in today's economies, with a promising future given its strong relationship with technology, in particular with information and communication technologies ('ICTs'). Companies in the communication sector, particularly in the audiovisual field, are relatively young and have a very high potential for growth and improvement, which means a magnificent opportunity for all those who want to be part of this exciting field of economics.

In this sense, future journalists, communicators and any other professional in the communication sector must know the legal framework in which they will carry out their work, their rights, obligations and the limits in which all the economic activity that this implies is carried out.

Communication Law is a sum of different areas and branches of Law, converging in both private and public issues. In particular, the regulation of the telecommunications and audiovisual market—as a strategic sector for the country—has important implications from the point of view of regulations. On the other hand, new forms of communication—mainly the Internet—are causing a disruption in the business models of the audiovisual sector that directly affects the regulation of communication at both national and European level. This, however, is based on fundamental, constitutional principles and rights, rooted in Western democratic societies, where freedom of expression and information are core pillars of the entire system.

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This subject aims to ensure that future communication professionals acquire the essential knowledge of the market, from a legal point of view, providing them with the knowledge and tools to avoid spoiling a promising and successful future.

Throughout the subject, the student will learn from a legal point of view, the communication market with special emphasis on audiovisual communication; the different media and their regulation, fundamental rights and freedoms and how they operate in the sector; the fundamental importance of copyright and the protections of authors' creations in today's digital economy; the advertising market and its regulation, as the main source of income and the cornerstone—for now—of any business model in the communication sector; and other relevant industry issues (tax, labor, etc.).

The subject is based on interactive theoretical exposition between teacher and classroom, completed with the realization of practical cases connected to reality and intense debate in the classroom, the result of participation and interest in the subject. The student will be able to overcome the obstacles that arise in their professional career, reaching their own solutions based on a solid base of essential concepts of Communication Law.

### **3. COMPETENCIES AND LEARNING OUTCOMES**

#### **Core competencies:**

- CB3: Students must have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgments that include reflection on relevant social, scientific or ethical issues.
- CB4: Students should be able to transmit information, ideas, problems and solutions to both a specialised and non-specialised audience.
- CB5: Students must have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

#### **Transversal competences:**

- CT1: Autonomous Learning: Ability to choose the strategies, tools and moments that they consider most effective to learn and independently put into practice what they have learned.
- CT2: Self-confidence: Ability to assess our own results, performance and capabilities with the internal conviction that we are capable of doing things and the challenges that are posed to us
- CT3: Ability to adapt to new situations: being able to assess and understand different positions, adapting one's own approach as the situation requires it.
- CT4: Ability to analyze and synthesize: be able to break down complex situations into their constituent parts; also evaluate other alternatives and perspectives to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.
- CT5: Ability to apply knowledge to practice, to use the knowledge acquired in the academic field in situations as close as possible to the reality of the profession for which they are training.
- CT7: Awareness of ethical values: Ability to think and act according to universal principles based on the value of the person that are aimed at his or her full development and that entails commitment to certain social values.
- CT9: Skills in interpersonal relationships: Ability to relate positively to other people by verbal and non-verbal means, through assertive communication, understood as the ability to express or transmit what one wants, what one thinks or feels without making the feelings of the other person uncomfortable, attacking or hurting them.
- CT10: Initiative and entrepreneurial spirit: Ability to resolutely undertake difficult or hazardous actions. Ability to anticipate problems, propose improvements and persevere in achieving them. Preference for assuming and carrying out activities.
- TC11: Planning and time management: Ability to set goals and choose the means to achieve those goals using time and resources effectively.
- TC13: Problem solving: Ability to find a solution to a confusing issue or a complicated situation without a predefined solution, which makes it difficult to achieve an end.

- TC15: Responsibility: Ability to fulfill the commitments that the person reaches with himself and with others when performing a task and trying to achieve a set of objectives within the learning process. Capacity existing in every subject to recognize and accept the consequences of an act carried out freely.
- TC16: Decision-making: Ability to make a choice among existing alternatives or ways to effectively solve different situations or problems.
- CT17: Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to achieve common goals.

**Generic competencies:**

- CG1: Ability to identify, interpret, formulate and solve problems that arise in the field of Audiovisual Communication.
- CG4: Ability to apply new technologies in professional environments in the field of Audiovisual Communication. **Specific competencies:**

- CE1: Knowledge of the specific hierarchical structure of the audiovisual industry at a national and international level, as well as the peculiarities of this sector, and its role in the global economy.
- CE13: Ability to recognise and apply basic legal regulations, ethics and deontology in the audiovisual communication sector as a whole.
- CE15: Ability to devise, shape and develop audiovisual projects taking into account the social environments in which the project will be developed.
- CE16: Ability to undertake and create audiovisual companies, knowing all the processes of the business models and distribution of current audiovisual products.
- CE21: Ability to know and correctly apply the language of English, both oral and written, in the professional field as a basic tool in the audiovisual industry.
- CE22: Knowledge of the correct use of Spanish, both oral and written, as an element of information transmission in the audiovisual field and in the professional field.

**Learning outcomes:**

The subject analyzes the legal implications of professionals in the audiovisual sector. Therefore, as it is a transversal subject, it aims to introduce students to a critical reflection on the responsibility that hangs over the media as well as on the role that they have in the development of democratic societies.

Among the specific competences of the subject are knowledge of the legal framework in which communication professionals carry out their activity and the analysis of the limits of the exercise of the profession.

- **RA1:** Knowledge of the essential legal aspects of communication and, in particular, of the audiovisual sector.
- **RA2:** Knowledge of the subjects involved in the communication services market and the rules that regulate their activity.
- **RA3:** Knowledge, understanding and interrelation of the legal framework in which communication professionals operate and what are the limits to the exercise of it.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes that are pursued:

Competences	Learning Outcomes
CB3, CB4, CB5, CT1, CT2, CT3, CT4, CT5, CT6, CT7, CT9, CT10, CT11, CT13, CT15, CT16, CT17, CG1, CG4,	<b>RA1:</b> Knowledge of legal aspects essential aspects of communication and, in particular, of the audiovisual sector.
CB3, CB4, CB5, CT1, CT2, CT3, CT4, CT5, CT6, CT7, CT9, CT10, CT11, CT13, CT15, CT16, CT17, CG1, CG4,	<b>RA2:</b> Knowledge of the subjects who intervene in the market for communication services and the rules that regulate their activity.
CE1, CE13, CE15, CE16, CE21, SG22	<b>RA3:</b> Knowledge, understanding and interrelation of the legal framework in which communication professionals operate and what are the limits to the exercise of it.

## **4. CONTENTS**

The subject is organized into five Learning Units (U.A.), which, in turn, are divided into four topics each. In addition, the set of objectives that were set globally for the module are specifically linked to the development of each unit:

### **Unit 1. INTRODUCTION TO COMMUNICATION LAW**

**Topic 1:** Communication Law: Introduction to the Media from a Legal Point of View.

**Topic 2:** Subjects, principles and essential rights of the regulation of communication.

**Topic 3:** Public media and private media.

### **Unit 2. FUNDAMENTAL RIGHTS AND COMMUNICATION**

**Topic 4:** Freedom of expression and freedom of information.

**Topic 5:** Constitutional requirements for freedom of expression and information

**Topic 6:** Conflict between freedom of expression and information and other Fundamental Rights.

### **Unit 3. THE LEGAL REGIME OF ADVERTISING.**

**Topic 7:** Subjects participating in advertising activity.

**Topic 8:** Illicit advertising.

**Topic 9:** Self-regulation systems for advertising.

**Topic 10:** Advertising contracts.

### **Unit 4. COPYRIGHT AND COMMUNICATION: SPECIAL REFERENCE TO THE INTERNET**

**Topic 11:** Concept of copyright in the digital economy.

**Topic 12:** Legal protection of authors in the field of communication.

**Topic 13:** Authors' rights and their protection.

**Topic 14:** Management Entities.

### **Unit 5. REGULATION OF RADIO, TELEVISION AND CINEMA**

**Topic 15:** Radio and Television I: General Aspects.

**Topic 16:** Radio and Television II: Modalities of provision.

**Topic 17:** Radio and Television III: Content regulation.

**Topic 18:** Cinema

**Topic 19:** Internet

## 5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

- Master class.
- Case method.
- Problem-based learning.
- Cooperative learning.

## 6. TRAINING ACTIVITIES

The types of training activities that will be carried out and the student's dedication in hours to each of them are identified below: **Face-to-face modality:**

Training activity	Number of hours
Master Classes	25
Case analysis, problem solving, project development, simulation.	15
Group work/Research: students choose a case related to the subject of the subject to study and prepare a project on it. Group participatory activities.	15
Guardianship.	5
Self-employment.	15
<b>TOTAL</b>	<b>75</b>

## 7. EVALUATION

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

## 7.1. Ordinary call

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final knowledge test, so that it can average with the rest of the activities. The details of the evaluation system are as follows:

### 7.1.A) FACE-TO-FACE MODALITY:

#### A. Evaluation system.

The evaluation system is composed of three elements: (1) the final knowledge test; (2) practical activities; and (3) performance observation.

The final knowledge test will consist of a multiple-choice exam with twenty questions and three possible answers each, where only one of the three possible options is correct and without a reduction coefficient in case of wrong answers.

#### B. Weight of each type of activity in the final evaluation.

The detail of the weight of each activity in the final evaluation is as follows:

Evaluation system	Weight
Final knowledge test	50%
Practical activities	30%
Performance Observation	20%

#### C. Minimum grade required in each question to achieve a pass



The minimum grade required in each assessment to pass it is as follows:

- Final knowledge test: 5.0 out of 10.0 total points must be obtained.
- Practical activities: 5.0 out of 10.0 total points must be obtained for each activity.
- Observation of performance: it will be freely assessed by the teacher based on the participation, success and quality of the student in the subject.

#### **D. Detail of the weight of the practical activities in the final grade:**

<b>Assessable activity</b>	<b>Evaluation criteria</b>	<b>Weight (%)</b>
<i>Activity 1</i>	Is able to establish relationships between the concepts learned and the practical problems of business life. Makes an adequate synthesis of concepts and clearly explains the ideas.	5%
<i>Activity 2</i>	Understands concepts and principles. It is capable of relating them to the issues of Communication Law.	10%
<i>Activity 3</i>	Correctly resolves the case raised, applying the appropriate knowledge of the corresponding unit. Thus, it recognises in factual cases the legal and economic needs of entrepreneurship and commercial activity and applies them substantively and procedurally to situations of real competition in the market.	5%
<i>Activity 4</i>	Correctly searches for the appropriate information for the resolution of the case raised. Demonstrates an understanding of the scope of legal norms and sources of law in audiovisual activity.	5%
<i>Activity 5</i>	Correctly identify the different branches of Law inserted in Communication Law. Reasonably solves problems and designs solutions based on the standard to provide reasonable solutions to practical problems.	5%

## **7.2. Extraordinary call**

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final knowledge test, so that it can average with the rest of the activities.

Activities not passed in the ordinary call must be submitted in the extraordinary call. To this end, the student who wishes to take the extraordinary call must indicate to the teacher which failed activities (detailed indication) he or she intends to present in the extraordinary call within a period of no more than five calendar days from the publication of the official marks of the ordinary call, so that the

teacher of the subject can inform the students of the new statements of the activities to be presented in the extraordinary call.

### 7.3 General questions for both calls.

In any case, in any of the calls and/or evaluation modalities, works/activities submitted after the deadline will not be accepted.

On the Virtual Campus, when accessing the subject, the student will be able to see in detail the statements of the activities to be carried out, as well as the procedure and the delivery date of each of them.

The teacher is not obliged to round the decimals of the grades upwards in those cases where the grade contains a result with centesimals.

## 8. CHRONOGRAMS

This section indicates the schedule—tentative—with delivery dates of assessable activities of the subject for both modalities that will be applied depending on each case:

Assessable activities	Date
Activity 1. Case Study Number 1	Week 4-5
Activity 2. Case Study Number 2	Week 6-7
Activity 3. Case Study Number 3	Week 9-10
Activity 4. Case Study Number 4	Week 12-13
Activity 5. Case Study Number 5	Week 14-15
Final knowledge test	Week 18-19

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

- TORRES LOPEZ, María Asunción, SOUVIRÓN MORENILLA, José María and ROZADOS OLIVA, Manuel Jesús (Directors), *Elements for the study of Communication Law*, Third Edition, TECNOS, Madrid, 2019.
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- SERRANO GÓMEZ, Eduardo (Dir.), *Media, digital content and copyright (Intellectual property)*, REUS, Madrid, 2019.
- GUICHOT, Emilio (Coord.), *Derecho de la Comunicación*, Quinta Edición, IUSTEL, Madrid, 2018.
- BROSETA PONT, Manuel and MARTÍNEZ SANZ, Fernando, *Manual de Derecho Mercantil*, 25th Edition, TECNOS, Madrid, 2018.
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- BALAGUER CALLEJÓN, María Luisa, *Derecho de la información y de la comunicación*, Segunda Edición, TECNOS, Madrid, 2016.
- VV.AA., *Advertising Law*, THOMSON REUTERS (LEX NOVA), Madrid, 2015.
- URÍAS, Joaquín, *Principios de Derecho de la información*, TECNOS, Madrid, 2014.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.