April 2020

Audience expectations in a digital world: Methodology

Ipsos MORI research for Ofcom

Contents

Methodology

Overall design

Ofcom commissioned Ipsos MORI to conduct research to help them understand how audience expectations of audio-visual content are evolving in a digital world. A qualitative research design was developed to explore participants' changing attitudes towards content standards and experiences of programmes across platforms.

Fieldwork was conducted in all four UK nations between 26th September and 19th November 2019. This consisted of:

- One pilot workshop (3 hours)
- Six deliberative workshops (day-long)
- Nine mini-groups (2 hours)
- Ten paired interviews (90 minutes)
- Fourteen depth interviews (90 minutes)

A full sample breakdown is provided below.

When considering these findings, it is important to bear in mind that a qualitative approach provides:

- An exploration of the range of attitudes and opinions of participants in detail
- Insight into the key reasons underlying participants' views
- Findings that are descriptive and illustrative, not statistically representative

Participants were provided with detailed information during discussions to inform them about relevant issues during the research.

Structure of discussions

Discussions were structured with a guide including key questions for the research. We also used stimulus materials to share information on topics such as the Broadcasting Code and to support discussions about how content standards could be applied. This included plenary slides, audio and visual clips and hypothetical programme scenarios. These materials were tested and iterated based on a three-hour pilot workshop in London which took place at the start of fieldwork.

Participants were asked to fill in a media diary the week before the research. This was intended to stimulate thinking about how and when they consume media content and whether they had seen or heard anything that they felt should not have been shown or broadcast.

Broadly, the sessions covered the following:

- Introductory discussion of viewing and listening habits and initial awareness of existing broadcasting standards
- A review of the Ofcom Broadcasting Code, including in-depth discussions of each area and a ranking exercise to determine which areas of the code participants felt were more or less important for them personally and for wider society
- Participants were played several audio and visual clips. The acceptability of broadcasting each was then discussed
- Participants were shown written hypothetical 'programme scenarios' and the acceptability of broadcasting the content described was discussed
- Discussion of how Ofcom should potentially prioritise different Broadcasting Code areas when regulating broadcasting

As well as plenary and group discussions, participants were asked to complete individual workbooks detailing their personal views on the importance of the different areas of the Broadcasting Code, as well as their acceptability, ranking of each of the clips and hypothetical scenarios used during the sessions.

Below we have provided specific details for each of the strands of the research.

Mainstage workshops

Six full day deliberative workshops were conducted across the nations of the UK. The workshops each comprised c.25 adult participants reflective of key demographic characteristics of the local area. During each workshop, participants were split into three smaller groups based on age to facilitate in-depth discussion. Workshops took place in six locations: Solihull, London, Newcastle, Antrim, Perth and Bridgend/Cardiff.

The sessions followed the structure outlined above and included showing seven audio or visual clips and discussing six hypothetical scenarios.

Mini-groups and interviews

Nine mini-groups lasting two hours were conducted as part of this research with c.6-8 participants at each. Five groups took place with participants from a minority ethnic background and four with LGB participants. Although the groups were predominantly conducted in English, three of the mini-groups recruited participants for whom English was a second language (outlined in the table below). This was because we wanted to show these groups audio or visual content that was relevant to the communities that spoke the languages listed below. A multilingual moderator facilitated these groups.

Participant group	**Location**	**Language**
Pakistani mini-group	London	Urdu speakers
Indian mini-group	Leicester	Punjabi speakers

Bangladeshi mini-group	Birmingham	Bengali speakers
Black African mini-group	Manchester	N/A
Jewish mini-group	Glasgow	N/A
LGB mini-group (female)	Cardiff	N/A
LGB mini-group (male)	Cardiff	N/A
LGB mini-group (female)	Birmingham	N/A
LGB mini-group (male	Birmingham	N/A

We also conducted additional 90-minute interviews as follows:

- 10x paired interviews with young participants aged 16-21 who knew each other in Newton Abbot (2), Dundee (3), Swansea (2) and Belfast (3)
- 8x depth interviews with disabled participants in Newton Abbot (3), Bangor (3) and Belfast (2)
- 6x depth interviews with transgender participants in Edinburgh (3) and Manchester (3)

The structure of the mini-groups and depths followed the same structure as the main workshops, with shorter discussions on initial awareness of existing broadcasting standards and the Broadcasting Code. Three clips and three scenarios were used in each of the mini-groups and interviews.

Sample structure

Workshops

In each workshop location, the sample broadly reflected the region where the research was taking place. The sample structure ensured that the research was reflective of the UK adult population in terms of the following characteristics:

- **Age group:** quotas were set to ensure that there was a spread of ages among participants
- **Gender:** quotas for gender were set with at least: 10 x male, 10 x female
- **Socio-economic group:** quotas varied between locations, to ensure the sample was reflective of the local population

Table 1: Achieved workshop sample

		Solihull	London	Newcastle	Antrim	Perth	Bridgend/ Cardiff
Gender	Male	12	12	12	11	9	12
	Female	14	11	13	13	12	12
Age	18-26	4	3	4	5	2	4
	27-35	4	4	3	2	5	6
	36-44	6	5	6	3	4	3
	45-54	4	3	3	5	4	3
	55-64	5	2	3	3	2	3
	65+	3	6	6	6	4	5
Ethnicity	White	17	15	24	24	20	20
	Asian/ Asian British/ Mixed	1	3	-	-	1	3
	Black/ African/ Caribbean/ Black British/ Mixed	8	5	1	-	-	-
	Other	-	-	-	-	-	1
Total participants		26	23	25	24	21	24

Mini-groups

Nine mini-groups took place across the UK in London, Birmingham, Leicester, Glasgow, Manchester, and Cardiff with participants from a minority ethnic background and LGB participants. The tables below set out the total achieved numbers for each of the mini-groups.

Table 2: Achieved sample for the mini-groups with participants from a minority ethnic background

		Pakistani participants (London)	Punjabi participants (Leicester)	Bangladeshi participants (Birmingham)	Jewish participants (Glasgow)	Black African participant (Manchester)
Gender	Male	2	4	4	2	3
	Female	3	4	4	3	3
Age	18-30	2	2	2	2	3
	31-49	-	3	4	1	1
	50-64	3	3	2	2	2
	65+	-	-	-	-	-
Total participants		5	8	8	5	6

Table 3: Achieved sample for the LGB mini-groups

		LGB women (Cardiff)	LGB men (Cardiff)	LGB women (Birmingham)	LGB men (Birmingham)
Gender	Male	-	6	-	6
	Female	6	-	6	-
Age	18-30	3	3	1	3
	30-49	2	3	3	3
	50-64	1	1	2	-
	65+	-	-	-	-
Total participants		6	6	6	6

Paired and depth interviews

The tables below set out the numbers achieved across the paired and depth interviews.

Table 4: Achieved sample for the depths with young people

		Young people (Dundee)	Young people (Swansea)	Young people (Newton Abbot)	Young people (Belfast)
Gender	Male	3	2	2	4
	Female	3	2	2	2
Age	16-17	-	2	4	4
	18-21	6	2	-	2
Total participants		6	4	4	6

Table 5: Achieved sample for the depths with disabled participants

		Disabled participants (Bangor)	Disabled participants (Belfast)	Disabled participants (Newton Abbot)
Gender	Male	1	1	1
	Female	1	1	2
Age	18-30	1	-	-
	31-49	1	-	-
	50-64	-	1	2
	65+	-	1	1
Total participants		2	2	3

Table 6: Achieved sample for the depths with transgender participants

		Transgender participants (Manchester)	Transgender participants (Edinburgh)
Gender	Male	-	2
	Female	3	1
Age	18-30	1	2
	31-49	2	1
	50-64	-	-
	65+	-	-
Total participants		3	3

Research Materials

Below we have included the discussion guide used at the workshop. This guide was shortened for the mini-groups and depth interviews but followed the same structure/approach. We have also provided the plenary presentation which was used across the research and all of the hypothetical scenarios. Further descriptions and a list of where each clip or hypothetical scenario was used are available in the Clips & Scenarios report.

Workshop discussion guide

Time	Content	Materials
9.45-10am	**Arrivals and registration** *Participants greeted and complete consent forms*	Consent forms
10-10.10am	**Welcome (10 mins)** **PLENARY** Moderator to **introduce** self and observers (including Ofcom representatives). **Explain the role of Ipsos MORI** – we are an independent research agency, aiming to help you share your views, ensuring we hear from everyone. USING PLENARY SLIDES: Ipsos MORI is working with Ofcom on a research study which aims to **understand views on different types of things you might watch or listen to.** Explain the role of Ofcom – the communications regulator. During the day, we want to share some sensitive clips even though we know they have the potential to be upsetting to some people o Hearing your views will help us understand more about people's expectations o This understanding will help Ofcom to make future decisions based on people's views about different types of content o We'll let you know when we are going to show something that might be sensitive and you can decide which clips to listen to/watch or not – it's entirely up to you Clarify the length of the group and finishing time (4pm – at the latest). There will be plenty of breaks and lunch at c.1pm. **Housekeeping –** toilets, mobile phones off, fire exits, refreshments – any questions before we start? **BREAKOUT GROUPS** **Set out ground rules for the discussion:**	Plenary slides

	- All opinions are valid/no right or wrong answers - Disagreements are fine but respect each other's opinions - No talking over each other/express views one at a time - There will be a lot to cover so we may need to move people on **Reiterate that participants will be shown sensitive material** - Ensure that participants know that they can leave at any time and re-enter the discussion with no consequences – or cease participation completely without giving a reason - Explain that we will be talking about what is/ isn't appropriate for broadcasting on TV/ radio. Agree with the group whether (or not) people can use swear words if that's easier to explain what is/isn't appropriate so that any swear words don't come out of the blue. **Explain confidentiality and MRS guidelines** Get permission to record digitally – transcribe for quotes, no detailed attribution Remind participants that they are **free to leave at any time**	
10.10-10.45am (15 min)	**1. Introductions and pre-task (35 mins)** **<u>BREAKOUT GROUPS</u>** • *Let's get into pairs so you can introduce yourselves to each other for a few minutes* • *Your partner will then introduce you to the group – they will have 30 seconds* • *Discuss with your partner how you found completing the diary, and anything that struck you* INTRODUCTIONS AROUND THE GROUP *MODERATOR: We are going to start by discussing the diary you kept before this session.* **How did you feel about keeping a diary? Anything surprising?** • What have you been watching/listening to? • How have you been accessing content? FLIPCHART UNDER: TV, RADIO, CATCH UP SERVICES, STREAMING SERVICES, VIDEO SHARING PLATFORMS • PROBE: on any of the platforms that have not come up – e.g. What about video sharing sites? Have you watched anything on there? **Did you see or hear anything that you thought shouldn't have been shown or broadcast?** • What was it about? • What about it made you feel that it shouldn't have been shown? • Who do you think it might have had an impact on?	Platforms poster

(10 min) (10 min)	**How do you protect yourself/family members when watching/listening to media content?** • What tools/information do you use, if any? MODERATOR INTRODUCE SLIDE WITH EXAMPLES OF CONTENT INFORMATION TOOLS *including PIN numbers and content warnings.* **How much do you know about these content information tools?** • Are you using them? Why/why not? **How well do you think they would work for the different platforms we've discussed?** MODERATOR COLLECTS IN PRE-TASK BOOKLETS *MODERATOR: We're going to discuss the regulations and rules about what should and shouldn't be shown or broadcast on TV, radio, catch-up services, subscription services, and video sharing platforms.* MODERATOR EMPHASISES SLIDE ON SCOPE FROM INITIAL PLENARY – WE WANT TO FOCUS ON WHAT PEOPLE ARE HEARING AND WATCHING ACROSS PLATFORMS **What rules are there about the things you might watch or listen to?** CAPTURE SPONTANEOUS VIEWS • PROBE: similarities/differences across platforms • PROBE: awareness of roles/responsibilities of different actors (e.g. broadcaster, Ofcom, public…) **What rules do you think <u>should</u> be in place to cover the things you watch and listen to?** ALLOW SPONTANEOUS CONVERSATION, BUT FOLLOW UP ANY MENTIONS OF CONTENT STANDARDS: e.g. offence; harm; protected characteristics; sex; violence; incitement; etc **Are there any areas where you don't think there are rules?** o Why do you think that might be? Does this differ by where you watch or listen to something? [REFER BACK TO FLIPCHART/ PLATFORM CARDS AND CHECK ALL COVERED] Is this different to the rules you think are in place today? o What makes you say that? o In what ways?	Content information tools slide Slide on what is/ is not in scope
10.45-11am (15 min)	**2. Are expectations changing? (15 mins)** **<u>BREAKOUT GROUPS</u>** **How has what you watch/listen to changed over the last year? Five years? Ten years?**	

	• PROBE: using different platforms, watching/listening to different channels, changing interests? *MODERATOR introduces a timeline. Take a minute to have a look at the timeline in front of you.* **What does the timeline make you think of?** • Any surprises? • Anything unfamiliar? **Do you remember watching/listening to this?** • Would you watch/listen to it now? Why/why not? • What has changed since then? *Throughout our discussions, we want you to think about whether things have changed in recent years, and how they could change in the future. If it is helpful, you can look back at this timeline.* **Have your <u>personal</u> views about the rules that should be in place changed over recent years, or not?** IF YES: In what ways? ALLOW SPONTANEOUS CONVERSATION, BUT FOLLOW UP ANY MENTIONS OF CONTENT STANDARDS: e.g. offence; harm; protected characteristics; sex; violence; incitement; etc • How does this reflect changing programmes? Changing devices? • Does this depend on how you are viewing/listening to content? E.g. using different platforms? **Thinking about the expectations of <u>wider society</u>, how do you think views on these rules have changed over recent years – if at all?** • PROBE: any specific examples of changes? • How does this reflect changing programmes? Changing devices? • Are expectations different depending on who produces the content or where it appears (TV, radio, media player, other websites etc)? • PROBE: similarities/differences across platforms (using prompt cards)	Timeline handout
11-12pm (5 min)	**3. The Broadcasting Code (60 mins)** **<u>PLENARY</u>** *Now I want you to think a bit more about the regulations and rules that cover what can and can't be shown or broadcast on TV and radio.* LEAD MODERATOR TO BRIEFLY INTRODUCE CURRENT REGULATION DESCRIBING WHAT IS COVERED BY THE BROADCASTING CODE, GOING THROUGH EACH AREA OF THE RULES IN TURN. MODERATOR TO MAKE IT CLEAR THAT THE FOCUS OF THIS NEXT SESSION IS ON BROADCASTING – THE CODE APPLIES TO <u>TV AND RADIO</u> NOT	Plenary slides on the Broadcasting Code

(4-5 min on each pillar)	ONLINE. BECAUSE OF THE RULES, A LOT OF CONTENT THAT YOU MIGHT BE ABLE TO FIND ONLINE (ON YOUTUBE, ETC) DOES NOT APPEAR ON TV OR RADIO. BUT THERE CAN STILL BE PROBLEMS WITH TV OR RADIO PROGRAMMES GOING AGAINST THE RULES. CHECK FOR CLARITY (BUT NO DISCUSSION): **Any initial questions before we discuss in our groups?** **<u>BREAKOUT GROUPS</u>** *MODERATOR: Before we discuss this as a group, I want you to think a bit more about the rules in the Broadcasting Code and how important you think they are. Using your **worksheets**, please choose the rules you think are more or less important to you personally – and to society as a whole.* MODERATOR HANDS OUT WORK BOOKLETS, GIVE PARTICIPANTS A COUPLE OF MINUTES TO COMPLETE WORKSHEET A. **What do you think about the current rules?** • Any questions? Any surprises? • Had you heard of the Broadcasting Code? What did you know? • How does this compare to what we discussed earlier? • Are any of the areas more or less important? *MODERATOR: We're going to look at each of the elements of the Broadcasting Code in more detail. As we go through each, we want to rank them in terms of how important they are to wider society placing these cards in order on the flipchart.* *MODERATOR DISTRIBUTES HANDOUT WITH THE DIFFERENT PILLARS OF THE BROADCASTING CODE – THESE ARE DISCUSSED IN TURN (ORDER RANDOMISED ACROSS BREAKOUT GROUPS). N.B. HARM AND OFFENCE SHOULD ALWAYS BE DISCUSSED TOGETHER:* **What do you think about this rule?** • How would it apply to TV? To radio? • Who might it be designed to protect? ○ PROBE: children, younger people, older people, vulnerable groups etc. • What downsides are there for this rule, if any? • Do you have any questions about this rule? **How important is it to have rules about this?** • PROBE: At the moment, the rules mean that lots of types of content must not be broadcast or can only be broadcast with warnings or other restrictions. If this rule was taken away, what might the impact be?	Worksheet A Cards with the different rules for flipchart Broadcasting code handouts

(c.8- 10 min on harm and offence)	• What should never be broadcast on TV/ radio? REPEAT PROBES FOR EACH OF THE RULES IN TURN. ADDING CARDS TO RANK THE RULES ON THE FLIPCHART IN TERMS OF IMPORTANCE FOR SOCIETY (RATHER THAN INDIVIDUALLY). USE THE ADDITIONAL STIMULUS AND PROBES BELOW FOR THE RULES ON HARM AND OFFENCE [DISCUSS TOGETHER]. <u>OFFENCE – INTRODUCE DEFINITION IF NEEDED</u> • What do you think might offend: o Parents o Children o Any of your friends o Older people o Particular religious backgrounds o Particular ethnic groups o People with different sexualities from your own o People with disabilities <u>HARM – INTRODUCE DEFINITION IF NEEDED</u> INTRODUCE DEFINITION OF HARM AND CHECK COMPREHENSION/AGREEMENT **Do you think society's ideas about what is offensive or harmful have changed over recent years?** • Refer back to timeline • How have views about what's *offensive* changed? • And what about views about what's *harmful*? • IF NEEDED: What makes you say things have changed? Why do you think they have? **How does the need to avoid harm and offence balance against broadcasters' and programme makers' freedom to make programmes?** **What about viewers' and listeners' rights to watch/listen to what they want without undue interference?**	
(5min)	• [IF NOT COVERED] PROBE: freedom of speech/ creative freedom INTRODUCE DEFINITION OF FREEDOM OF SPEECH AND CHECK COMPREHENSION/AGREEMENT **What difference has it made to have more content available online?** Has this changed your view of TV and radio, or not? REFLECTING BACK ON DISCUSSIONS, REVIEW THE RANKINGS FROM MOST TO LEAST IMPORTANT	

	Thinking about society overall, which of these areas is it most important to have rules about when it comes to what is broadcast on TV/ radio? • PROBE: At the moment, the rules mean that lots of types of content must not be broadcast or can only be broadcast with warnings or other restrictions. If this rule was taken away, what might the impact be? • What should never be broadcast on TV/ radio? • Who should be protected? • How does this compare to what is important to you personally? **Why have you decided to rank them in this way?** PROBE: Has anyone changed their mind about which are most/least important since the discussion earlier? Why?	
12-12.10pm	BREAK (10 MINS)	
12.10-1pm (10 min)	**4. Looking at standards through specific examples (50 mins)** **PLENARY** *Now we're going to look at some specific examples in more detail. I'm going to play you a series of video and audio clips, and I want you to rank each in terms of how acceptable you think it is on your worksheet [WORKSHEET B].* • *Moderator explains that all of the clips we are going to show were broadcast on TV/ radio, so they are things you could have come across.* • *Moderator to reiterate that participants are free to leave at any time during this session.* • *Moderator introduces each clip. All clips are shown without discussion. Participants are encouraged to take notes in the space on their worksheets.* • *Moderator reads a description of the final clips (**OMG: Painted, Pierced and Proud** and **The Sex Business: Pain for Pleasure**) with a still of the footage rather than showing the full clip which will be shown after lunch.* • *The order of clips is:* ○ *Steve Allen, guide horse story* ○ *Ian King Live (Sky News)* ○ *A Family at War* ○ *The Emmerdale rape clip* ○ *Footage of aftermath of Lee Rigby's murder* ○ *OMG: Painted, Pierced and Proud (DESCRIPTION)* ○ *The Sex Business: Pain for Pleasure (DESCRIPTION)*	Worksheet B Descriptions of final two clips
(3-5 min per clip)	ALL CLIPS ARE SHOWN TOGETHER IN PLENARY. INDIVIDUAL WORKSHEET TO RANK CLIPS BEFORE DISCUSSING EACH IN TURN AT TABLES. REFER BACK TO AGREEMENT ON SWEARING – IT IS FINE TO USE THIS LANGUAGE IF THE GROUP FEELS COMFORTABLE DOING SO. **BREAK-OUT GROUPS**	Clips on all moderator laptops in case needed

	What did you think about this clip? • How acceptable do you think this clip is? What score did you give it? • PROBE: what made you give it that score? **Which rules in the Broadcasting Code do you think this clip relates to?** • How serious do you think it is? • How might different people respond? Who might find it more upsetting / offensive? **What kind of audiences might watch/listen to this type programme? What would they expect?** • What might an adult think if they came across this accidentally? E.g. changing channels • What if a child accidentally saw it? What might they think? Do you think it could affect them? **Do you think your views would have been different 5/10/20 years ago? In what ways? Why?** [REFER BACK TO THE TIMELINE] PROBES FOR SPECIFIC CLIPS: <u>Emmerdale</u> (rape scene): • This clip contains a portrayal of sexual violence and was shown just before 7.30pm (the programme started at 7.00pm) – what if it had been shown earlier/later in the day? • Thinking about adults in the audience, do you think any adults could have found this content offensive? • Does a warning right before help? What about signalling where to find additional help after the programme? • Do soaps have a role to play in informing and educating about difficult societal issues? • Does what happens next in this or future episodes (i.e. whether she gets help/support, whether the rapist is brought to justice etc) make a difference? Why / why not? <u>Ian King Live, Sky:</u> • The presenter didn't know that his mic was on and this was a live programme. Does that matter? • Given the live nature of this programme and the apology, do you think this is something Ofcom should spend time investigating and reaching a decision on this? How important is it compared to other things Ofcom could be investigating? • What if it had been a guest that used this language? Is this more or less acceptable or the same? Would this affect how much time Ofcom should spend time investigating? <u>A Family at war:</u> • Does the fact this is an old film impact on its acceptability? • What about the fact it was on a niche channel designed for fans of old films? • What if a well-known song mentioning words like "pussy" or "shit" is played on the radio during the day? For example, during the school run at 8.30am? WAIT FOR RESPONSES THEN CLARIFY: the song we are referring to is	

	Greased Lightning. Does that change how you feel? Would you be comfortable with Greased Lightning being broadcast in the morning? <u>Lee Rigby murder, ITV news:</u> • How important is it for society that the news reports on the reality of events happening in the world? How much information do broadcasts need to contain in order to do that? • If this raised awareness of specific issues, would this affect your view of the acceptability of the broadcast? <u>The Sex Business: Pain for Pleasure:</u> • Viewing figures indicate that around 9,000 4 to 15 year-olds saw this programme. Does this change what you think about the clip? OVERALL PROBES (IF TIME): **What difference, if any, does it make…?** • If this was on TV vs. radio? • The time the content is broadcast? • Genre of content? • Content information tools used (e.g. warnings)? • Which channel/broadcaster (e.g. BBC vs Sky Arts)/platform (Netflix vs broadcast TV)? • Who can access the content and how they do so (e.g. if children are likely to come across it)?	
1-1.40pm	LUNCH (40 MINS) – INCLUDING MARKET STALL SET-UP BY MODERATORS	Scenarios
1.40-1.55pm (15 min)	**5. Additional clips (15 mins)** **<u>PLENARY</u>** LEAD MODERATOR EXPLAINS WE ARE GOING TO SHOW SOME ADDITIONAL CLIPS WHICH ARE MORE SENSITIVE. EMPHASISE THIS IS OPTIONAL AND PROVIDE TIME FOR PARTICIPANTS TO LEAVE THE ROOM IF THEY WANT TO. SHOW ADDITIONAL CLIPS (OMG: Painted, Pierced and Proud and The Sex Business: Pain for Pleasure) AND ASK PARTICIPANTS TO SCORE THEM AGAIN **What did you think about this clip?** • How acceptable do you think this clip is? • What score did you give it? Is that higher/lower than your previous score for it? Why? • PROBE: explain why you gave it that score **<u>Is it what you expected from the description we gave you earlier?</u>**	Additional clips on lead moderator's laptop

1.55-2.55pm (5 min)	**6. Applying the Broadcasting Code to specific examples (60 mins)** **PLENARY** LEAD MODERATOR: *Now we are going to explore what you think of a number of different scenarios. These are the kinds of things a regulator like Ofcom might have to decide about as they think about how the rules we've discussed could be applied. These examples are all based on real programmes that were aired on TV or radio, or available online. Some content can be more extreme than this, but Ofcom's lawyers won't let us show you content that incites hatred or could risk harming participants – something we wouldn't want to do anyway! But it is worth noting that this doesn't mean that this kind of content isn't occasionally shown.* *Please note down your thoughts in your workbook as you go around – and it doesn't matter which order you look at them. We'll have plenty of time to discuss each of them in detail on our tables.* PARTICIPANTS REVIEW A SERIES OF MARKET STALLS WITH POSTERS, DESCRIBING c.6 SCENARIOS	Worksheet C
(8-10 min for each scenario)	**BREAK-OUT GROUPS** MODERATOR: *We're now going to work through each of the scenarios in more detail.* • **What do you think about this scenario?** • **Which rules in the Broadcasting Code do you think this relates to?** ○ **What about . . . X rule [follow up on the rule Ofcom looked at from scenario cards]?** • **How serious do you think it is?** SPECIFIC PROBES, TAILORED FOR EACH SCENARIO: - *Different platforms/devices* - *Different times* - *Different genres* - *Different channels/broadcaster* - *Protecting children?* - *Have views on this area changed? If so, what difference does that make?* **What tools/information do you think would help people watching or listening this type of show?** • How would they help? • Would they work across different platforms/services? • Or are they specific to listening / watching shows in a certain way?	Moderator scenarios with additional probes on the back Clips for scenarios 3 and 6 – N.B. process for showing clips to be decided on the day depending on the room.
2.55-3.05pm BREAK (10 MINS)		
3.05-3.20pm	**7. The standards lottery (15 mins)** **BREAKOUT GROUPS**	

(15 min)	MODERATOR TO INTRODUCE THE STANDARDS LOTTERY AND EXPLAIN THE EXISTING RULES THAT APPLY OUTSIDE OF TV/ RADIO incl. mention of regulations being introduced for video sharing platforms. **What do you think about the differences in the rules in different contexts?** • Is this surprising? Why/why not? • Have you noticed? • Was this how you thought things worked? • Does this matter to you? **What impact does this have?** • On different platforms? • On broadcast TV/ radio? • On the broadcasting code/ the rules we talked about earlier? **Thinking about TV and radio, do you expect the rules to change to reflect what is available online?** • Why do you think this might happen? • PROBE: what might broadcasters be thinking about? o E.g. meeting audience expectations? Competing with other providers? • What impact would this have? On which groups? **Do you think others would share your views?** Why/why not? • PROBE: what types of people might disagree with you? Why? **Do you think the rules should change in the future, or not?** • Because of changing attitudes? Because of new technology? For other reasons? • Does this differ depending on where you are watching/listening to something? o PROBE USING CARDS: TV/ radio/ catch up/ subscription/ video sharing? o PROBE: How has more media content moving online changed things?	Standards lottery slides
3.20-3.45pm (10 min)	**8. Ofcom's priorities (25 mins)** MODERATOR: For the last session, we want to explore some specific issues that Ofcom is currently thinking through. It's important to remember that Ofcom only has limited resources to carry out investigations. If Ofcom launches a formal investigation into a programme, the broadcaster has a right to set out to Ofcom its defence of why they broadcast the content, so it's a time-consuming process. Based on everything we've discussed today we'd like to get your views on what their priorities should be.	

(10 min)	*1) Viewers and listeners' complaints to Ofcom about offensive content have changed over recent years. These have shifted away from concerns about taste and decency (nudity, swearing, etc) to concerns around offensive content that involves race, disability, sexuality, mental health, discrimination etc.* **What do you think about this?** • Is this what you would expect, or not? • Why do you think it might be happening? • PROBE: changes in what's broadcast; changes in the issues people are concerned about **Given that the type of complaints Ofcom receives has changed, do you think it's right for them to prioritise investigating concerns around offensive content that involves race, disability, sexuality, mental health, discrimination, and so on – or not?** • How important are more traditional concerns about offence? • Is this still something you would want Ofcom to spend time on? PROBE: Why/why not? For example, one issue that Ofcom spends time investigating is potentially offensive language (as we saw in the Sky News clip). This could be presenters or guests accidentally swearing during a live broadcast, or music with potentially offensive lyrics being played on the radio during the day. Would you expect Ofcom to investigate when this happens or not? PROBE: • radio vs. TV • music vs. speech • presenters vs. guests • strength of the language • live vs. pre-recorded What would you expect to happen? *2) In 2012, Ofcom recorded the first breach of its rules preventing calls to commit crime and disorder, and hate speech. Up till then Ofcom had never dealt with any programmes that incited crime or involved hate speech. Reflecting the increase of international events like terrorist attacks, cases of this are continuing to rise, particularly on smaller channels/stations aimed at individual communities or faiths.* **What do you think about this?** • Is this what you would expect, or not? • Why do you think it might be happening?	

(5 min)	**Do you think it's right for Ofcom to prioritise investigating concerns about smaller channels aimed at individual communities or faiths?** • PROBE: Why do you think that? • PROBE: Should Ofcom focus on investigating possible breaches of the rules on more popular channels/stations instead, or not? MODERATOR RETURNS TO THE RANKING EXERCISE ON THE FLIPCHART AND PROVIDES OPPORTUNITY TO CHANGE ORDER: **Reflecting on everything we've discussed today, which of these areas is it most important to have rules about when it comes to what is broadcast on TV/ radio?** • How, if at all, would you change the ranking we discussed earlier? • Are there any rules you think are more or less important? **Are there specific types of people you think a regulator should focus on protecting?** • PROBE: Who? Why? • How does this vary by platform? **Should regulation be the same or different across different services? Why?** • Would your priorities be different for on-demand/SVOD and TV, even though people can watch them on the same device? **Overall, how do you think things might change in future?** • What are the future challenges for regulators?	
3.45-4pm	**9. Wrap up (15 mins)** • Moderator to sum up most important issues from each break-out group • Thank participants and explain next steps	Incentive sign off sheets

Mini-groups & depth interviews discussion guide

This guide was intended for two hour mini-groups with participants from different minority ethnic backgrounds and LGB participants. The guide was tailored for each audience, including changing the clips shown during the session. A similar guide was used for the depth interviews that each lasted 90 minutes. A full list of the clips and scenarios used with each group is included in the Clips & Scenarios report and below.

Time	Content	Materials
5.20-5.30pm	**Arrivals and registration** *Participants greeted and complete consent forms*	Consent forms
5.30-5.35pm	**10. Welcome (5mins)** Moderator to **introduce** self and observers (including Ofcom representatives). **Explain the role of Ipsos MORI** – we are an independent research agency, aiming to help you share your views, ensuring we hear from everyone. USING INTRO SLIDES: Ipsos MORI is working with Ofcom on a research study which aims to **understand views on different types of things you might watch or listen to.** Explain the role of Ofcom – the communications regulator. During the session, we want to share some sensitive clips even though we know they have the potential to be upsetting to some people – Hearing your views will help us understand more about people's expectations – This understanding will help Ofcom to make future decisions based on people's views about different types of content – We'll let you know when we are going to show something that might be sensitive, and you can decide which clips to listen to/watch or not – it's entirely up to you Clarify the length of the group and finishing time (7.30pm). **Housekeeping –** toilets, mobile phones off, fire exits, refreshments – any questions before we start? **Set out ground rules for the discussion:** - All opinions are valid/no right or wrong answers - Disagreements are fine but respect each other's opinions - No talking over each other/express views one at a time - There will be a lot to cover so we may need to move people on - Explain that we will be talking about what is/ isn't appropriate for broadcasting on TV/ radio – agree with the group whether (or not) people can use swear words if that's easier to explain what is/isn't appropriate so that any swear words don't come out of the blue	Intro slides

	Explain confidentiality and MRS guidelines Get permission to record digitally – transcribe for quotes, no detailed attribution Remind participants that they are **free to leave at any time**	
5.35 – 5.50pm (7 min) (8 min)	**11. Introductions and pre-task (15 mins)** • *Let's get into pairs so you can introduce yourselves to each other for a few minutes* • *Your partner will then introduce you to the group – they will have 30 seconds* • *Discuss with your partner how you found completing the diary, and anything that struck you* INTRODUCTIONS AROUND THE GROUP *MODERATOR: We are going to start by discussing the diary you kept before this session.* **How did you feel about keeping a diary? Anything surprising?** • What have you been watching/listening to? • How have you been accessing content? Probe on any platforms that haven't come up. **Did you see or hear anything that you thought shouldn't have been shown or broadcast?** **How do you protect yourself/family members when watching/listening to media content?** MODERATOR COLLECTS IN PRE-TASK BOOKLETS *MODERATOR: We're going to discuss the regulations and rules about what should and shouldn't be shown or broadcast on TV, radio, catch-up services, subscription services, and video sharing platforms.* MODERATOR EMPHASISES SLIDE ON SCOPE– WE WANT TO FOCUS ON WHAT PEOPLE ARE HEARING AND WATCHING ACROSS PLATFORMS **What rules are there about the things you might watch or listen to?** CAPTURE SPONTANEOUS VIEWS • PROBE: similarities/differences across platforms • What rules do you think should be in place? **Thinking about your <u>personal expectations</u>, how do you think your views on these rules have changed over recent years – if at all?** • PROBE: any specific examples of changes? **Thinking about the expectations of <u>wider society</u>, how do you think views on these rules have changed over recent years – if at all?**	Platforms poster Slide on what is/ is not in scope

5.50-6.05pm (5 min) (10 min)	**12. The Broadcasting Code (15 mins)** *Now I want you to think a bit more about the regulations and rules that cover what can and can't be shown or broadcast on TV and radio.* MODERATOR TO BRIEFLY INTRODUCE CURRENT REGULATION DESCRIBING WHAT IS COVERED BY THE BROADCASTING CODE USING HANDOUT. MODERATOR TO MAKE IT CLEAR THE FOCUS IS ON BROADCASTING – THE CODE APPLIES TO TV AND RADIO NOT ONLINE. BECAUSE OF THE RULES, A LOT OF CONTENT THAT YOU MIGHT BE ABLE TO FIND ONLINE (YOUTUBE, ETC) DOES NOT APPEAR ON TV OR RADIO. BUT THERE CAN STILL BE PROBLEMS WITH TV OR RADIO PROGRAMMES GOING AGAINST THE RULES. **What do you think about the current rules?** • Any questions? Any surprises? • How does this compare to what we discussed earlier? • Are any of the areas more or less important? MODERATOR TALKS THROUGH THE DEFINITIONS OF OFFENCE, HARM AND FREEDOM OF SPEECH. **Do you think society's ideas about what is offensive or harmful have changed over recent years?** • How have views about what's *offensive* changed? • And what about views about what's *harmful*? • IF NEEDED: What makes you say things have changed? Why do you think they have?	
6.05 – 6.35pm- (10 min)	**13. Looking at standards through specific examples (30 mins)** *Now we're going to look at some specific examples in more detail.* *I'm going to play you a series of video and audio clips, and I want you to rank each in terms of how acceptable you think it is on your worksheet.* **Different clips (c. 3 total) were used in each of the mini-groups and depth interviews. A full list is available in the Clips & Scenarios report. Specific probes related to each clip were included in the relevant discussion guide. These are included below.** • *Moderator to reiterate that participants are free to leave at any time.* • *Moderator explains that all of the clips we are going to show were broadcast on TV/ radio, so they are things you could have come across.* • *Moderator introduces each clip. All clips are shown without discussion. Participants are encouraged to take notes in the space on their worksheets.* ALL CLIPS ARE SHOWN TOGETHER. INDIVIDUAL WORKSHEET TO RANK CLIPS BEFORE DISCUSSING EACH IN TURN.	Worksheet Clips on all moderator laptops in case needed

(c.3-5 min per clip)	**What did you think about this clip?** • How acceptable do you think this clip is? What score did you give it? **Which rules in the Broadcasting Code do you think this clip relates to?** **What kind of audiences might watch/listen to this type of programme? What would they expect?** • What might an adult think if they came across this accidentally? E.g. changing channels • What if a child accidentally saw it? What might they think? Do you think it could affect them? ADDITIONAL PROBES FOR SPECIFIC CLIPS – EACH MINI-GROUP/ INTERVIEW SHOWN 3 CLIPS: <u>Emmerdale</u> (rape scene): • This clip contains a portrayal of sexual violence and was shown just before 7.30pm (the programme started at 7.00pm) – what if it had been shown earlier/later in the day? • Thinking about adults in the audience, do you think any adults could have found this content offensive? • Does a warning right before help? What about signalling where to find additional help after the programme? • Do soaps have a role to play in informing and educating about difficult societal issues? • Does what happens next in this or future episodes (i.e. whether she gets help/support, whether the rapist is brought to justice etc) make a difference? Why / why not? <u>A Family at war:</u> • Does the fact this is an old film impact on its acceptability? • What about the fact it was on a niche channel designed for fans of old films? • What if a well-known song mentioning words like “pussy” or “shit” is played on the radio during the day? For example, during the school run at 8.30am? WAIT FOR RESPONSES THEN CLARIFY: the song we are referring to is Greased Lightning. Does that change how you feel? Would you be comfortable with Greased Lightning being broadcast in the morning? <u>Lee Rigby murder, ITV news:</u> • How important is it for society that the news reports on the reality of events happening in the world? How much information do broadcasts need to contain in order to do that? • If this raised awareness of specific issues, would this affect your view of the acceptability of the broadcast? <u>The Sex Business: Pain for Pleasure:</u> • Viewing figures indicate that around 9,000 4 to 15 year-olds saw this programme. Does this change what you think about the clip?	

	Teen Life: • In this scene, encouraged by his father, a young gay man is giving a speech to his classmates about 'gay conversion therapy'. If the storyline had included another character who challenged this idea, would that make a difference to how acceptable you think this is to show? • This content was played on a channel aimed at a West-African audience, available to view in the UK. Does the target audience affect whether or not you think it is acceptable? • This film was broadcast at 9pm, post the watershed. Does this make any difference to whether or not you think it was acceptable? Celebs go dating: • What do you think about lesbian dates being portrayed in this way? • Do you think the narration added to, or undermined, or made no difference, to this portrayal? • 'Celebs go dating' is a light-hearted entertainment programme, broadcast post-watershed. Does this make any difference to its acceptability? The Sex Business: Pain for Pleasure: • Viewing figures indicate that around 9,000 4 to 15 year-olds saw this programme. Does this change what you think about the clip? Jago Pakistan Jago*:* • This was shown on a mainstream Urdu language TV channel aimed at the Asian community. Some in this community view people with darker skin as less attractive than those with a fairer complexion. Those with darker skin have sometimes experienced discrimination as a result. What difference, if any, does that make? • Does it matter if programmes promote or support potentially harmful messages? Why / why not? • Skin lightening products can be dangerous. Although the programme did not mention these specifically, they also did not include a warning against using such products. Does this matter? • If this was a long-running slot and the lighter make-up won every week would this make a difference to your views? • How about if the darker make-up won occasionally? • The show was broadcast on television channel aimed at the Asian community. Where would you expect to see this kind of content? • If this kind of content is already available on social media/ online, does that make it more or less acceptable for this type of content to be broadcast on TV or radio? Qutab Online: • This was broadcast during the day on a current affairs programme on a small news and entertainment channel. The shooting was repeated a total of 19 times. Would you expect to see footage like this on a news programme shown in the UK? • What about a mainstream broadcaster's news channel (BBC, ITV, Channel 4 etc.)? • Would you expect to see footage like this online?	

	• Does that fact that the shooting was repeated 19 times make a difference to you? • The programme is aimed at the Urdu speaking Asian Community, living in the UK. Does this change how you feel about the content at all? • If a non-Urdu speaking person came across this content, could they be distressed by the images alone? • The shooting is carried out by a man who felt "his honour had been slighted" because the victim had turned down his proposal of marriage. Does the fact that this is an honour killing affect whether or not you think the broadcaster had grounds to broadcast the shooting? • Does covering a story like this serve any educational purpose of specific cultural issues? <u>Shomoyer Sathe:</u> This programme is a talk-show discussing political issues and was broadcast on a general entertainment channel aimed at the Bangladeshi community in the UK and Europe. • Do you think the target audience for this programme i.e. Bangladeshis living in the UK, would have found the content acceptable? • What about a wider audience? This programme was broadcast live. • What do you think the role of a presenter in live debates should be? • Would you expect to see content like this online i.e. on video-sharing platforms? <u>Q Radio:</u> • This clip was played on a commercial network of local radio stations in Northern Ireland. Does this make any difference to how you see the content? • Later in the clip, the radio presenter reads an email from a listener, who pointed out that it is offensive to refer to anyone using the word 'it'. The presenter apologised for this. Does this change your view of the broadcast? <u>Genderquake:</u> The programme was targeted at a general audience. • Do you think this content would be seen by the audience as acceptable? Despite the comments from the transgender activist and the host asking the individuals to "show some respect", it is clear there was no attempt to remove the hecklers from the studio. • Does it make a difference that one of the panellists directly addressed the heckling and described it as "transphobia"? • Would it have made a difference if it had been clear that the individuals had been removed from the studio? It becomes clear after the broadcast that at least some of the hecklers were anti-transgender activists.	

	• Does this make a difference to the acceptability of the broadcast? • Do you think the audience is likely to find strong views like these expressed by studio audiences more or less acceptable than views expressed by say panel members or programme guests? The panel debate was broadcast on a national public service broadcaster. • Would it change your view if it had been broadcast on a smaller channel aimed at a specific audience? Or on a national radio station? Or on a video on-demand service? <u>Roast Battle trailer:</u> • This content was part of a comedy programme, on a comedy channel. How acceptable is this kind of content in a TV programme shown at 10pm at night? • As the title suggests, the jokes are derived from 'roasting' or harshly mocking participants - Does this affect whether or not you find the content acceptable? • As you saw, it was also used in the trailer which was shown at different times/days on the same comedy channel – does this make a difference to how acceptable it is? <u>Nick Ferrari:</u> • Do you think this content is offensive or harmful (or neither, or both)? • This content comes from a show that takes live calls throughout the day discussing particular topics, in which listeners can give their personal viewpoints. Do you think it was acceptable for a personal viewpoint of this nature to be aired? • What do you think about the way the presenter handled the caller, considering this was a live call? • Do you think the presenter should have done more or less to challenge the caller? Should the presenter have hung up the phone? <u>Gogglebox:</u> • Bran's disability is referred to in Game of Thrones, including Bran being called "Bran the Broken"– how do you feel about the reference to Bran's disability in this Gogglebox scene using the word "invalid"? • Do you think the word "invalid" is being used here as a descriptor or in a pejorative or derogatory way? Does that make a difference to how acceptable you think the use of this word is? • Does who is saying the word, make a difference to how acceptable or unacceptable you find the clip? (Probe: a character in Game of Thrones, a viewer on Gogglebox, the Gogglebox narrator, etc). **IF TIME: What difference, if any, does it make…? What makes you say that?** • If this was on TV vs. radio? • The time the content is broadcast? • Genre of content? • Content information tools used (e.g. warnings)? • Which channel/broadcaster (e.g. BBC vs Sky Arts)/platform (Netflix vs broadcast TV)? • Who can access the content and how they do so (e.g. if children are likely to come across it)?	

6.35 – 7.15pm (3 min) (c.10 mins for each scenario)	**14. Applying the Broadcasting Code (40 mins)** *Now we are going to explore what you think of a number of different scenarios. These are the kinds of things a regulator like Ofcom might have to decide about as they think about how the rules we've discussed could be applied. These examples are all based on real programmes that were aired on TV or radio, or available online. Some content can be more extreme than this, but Ofcom's lawyers won't let us show you content that incites hatred or could risk harming participants – something we wouldn't want to do anyway! But it is worth noting that this doesn't mean that this kind of content isn't occasionally shown.* MODERATOR HANDS OUT THE EXAMPLE AND GIVES PARTICIPANTS A MINUTE TO READ IT BEFORE DISCUSSING AS A GROUP. **[Different scenarios were used during the mini-groups and depth interviews. A full list is available in the Clips & Scenarios report.]** **PROBE BRIEFLY IF TIME:** • **What do you think about this scenario?** • **Which rules in the Broadcasting Code do you think this relates to?** • What about . . . X rule [follow up on the rule Ofcom looked at from scenario cards]? • **How serious do you think it is?** SPECIFIC PROBES, TAILORED FOR EACH SCENARIO: - *Different platforms/devices* - *Different times / genres* - *Different channels/broadcaster* - *Protecting children?* *Have views on this area changed? If so, what difference does that make?*	Moderator scenarios with additional probes on the back Clips for scenarios
7.15 -7.25pm (5 mins)	**15. Ofcom's priorities (10 mins)** *For the last session, we want to explore some specific issues that Ofcom is currently thinking through. It's important to remember that Ofcom only has limited resources to carry out investigations. When they receive complaints, they can only decide whether to investigate or not. Based on everything we've discussed today we'd like to get your views on what their priorities should be in two key areas.* MODERATOR READS OUT EACH AREA BEFORE DISCUSSING 1. *In 2012, Ofcom recorded the first breach of its rules preventing calls to commit crime and disorder and hate speech. Reflecting the increase of international events like terrorist attacks, cases of this are continuing to rise, particularly on smaller channels/stations aimed at individual communities or faiths.* **What do you think about this?** • Is this what you would expect, or not? • Why do you think it might be happening?	

(5 mins)	**Do you think it's right for Ofcom to prioritise investigating concerns about smaller channels aimed at individual communities or faiths?** • PROBE: Why do you think that? • PROBE: Should Ofcom focus on investigating possible breaches of the rules on more popular channels/stations instead, or not? 2. *Viewers and listeners' complaints to Ofcom about offensive content have changed over recent years. These have shifted away from concerns about taste and decency (nudity, swearing, etc) to concerns around race, disability, sexuality, mental health, discrimination etc.* **What do you think about this?** • Is this what you would expect, or not? • Why do you think it might be happening? • PROBE: changes in what's broadcast; changes in the issues people are concerned about **Given that the type of complaints Ofcom receives has changed, do you think it's right for them to prioritise investigating concerns around race, disability, sexuality, mental health, discrimination, and so on – or not?** • How important are more traditional concerns about offence? • Is this still something you would want Ofcom to spend time on? PROBE: Why/why not? • What would you expect to happen?	
7.25-7.30pm	**16. Wrap up (5 mins)** *We've reached the end of our session.* **Thinking about everything we've discussed today, was there anything that stood out for you/anything you would like to share with us before we go?** Thank participants and hand-out incentives.	Incentive sign off sheets

AUDIO / VISUAL CLIPS	Page number in the Clips & Scenarios report	Workshops (n=6)	Pakistani (Urdu) mini-group (n=1)	Indian (Punjabi) mini-group (n=1)	Bangladeshi (Bengali) mini-group (n=1)	Black African mini-group (n=1)	Jewish mini-group (n=1)	LGB mini-groups (n=4)	Paired interviews with young people aged 16-18 and 18-21 (n=10)	Transgender depths (n=6)	Disability depths (n=8)
Ian King Live	6	✓									
Steve Allen	6	✓									✓
A Family at War	7	✓				✓					
Emmerdale	8	✓							✓		
ITV News	9	✓	✓	✓	✓	✓	✓		✓		
OMG: Painted, Pierced and Proud	10	✓									✓
The Sex Business	12	✓						✓		✓	
Jago Pakistan Jago	20		✓	✓							
Qutab online	21		✓	✓	✓						
Shomoyer Sathe	22				✓						
Q Radio	23								✓	✓	
Genderquake	24									✓	
Teen Life	25					✓		✓			
Celebs Go Dating	26							✓			
Nick Ferrari	27						✓				
Roast Battle trailer	27						✓				
Gogglebox	28										✓

HYPOTHETICAL SCENARIOS	Page number in the Clips & Scenarios report	Workshops (n=6)	Pakistani (Urdu) mini-group (n=1)	Indian (Punjabi) mini-group (n=1)	Bangladeshi (Bengali) mini-group (n=1)	Black African mini-group (n=1)	Jewish mini-group (n=1)	LGB mini-groups (n=4)	Paired interviews with young people aged 16-18 and 18-21 (n=10)	Transgender depths (n=6)	Disability depths (n=8)
Radio – hate speech	13	✓	✓	✓	✓	✓					
TV political interview – misleading content	14	✓							✓		
Online video – commercial references	15	✓	✓						✓		✓
TV interview – commercial references	16	✓									
Asian language TV channel – harm and offence	17	✓									
TV talk show – harm and offence	18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Radio news item – misleading content	30						✓				
Radio music show – harm and offence	31							✓			
Religious TV channel – hate speech	32		✓	✓	✓	✓	✓	✓		✓	
Late night TV show – harm and offence	33										✓
Radio phone-in – harm and offence	34									✓	

Hypothetical programme scenarios

Hypothetical 'programme scenarios' were created to stimulate discussion during the workshops about how content standards could be applied. They were developed to support discussions, although many were based on themes from real programmes that were broadcast on TV or radio, or available online. Participants were shown only the first page of each material describing the programme and the wider situation. The second page containing follow-up probes, was designed to help the moderator guide the conversation and capture in-depth views. Participants were also asked to consider the acceptability of each scenario before discussing it as a group.

Radio – hate speech

1. TALK RADIO PROGRAMME

- A local radio station broadcast a discussion on the rise of social tensions in the local area.
- An audio clip from a prominent right-wing commentator was played during the discussion.
- In the clip, the commentator encouraged white residents to make ethnic minority residents 'feel unsafe and unwelcome living in our area'.
- The programme was aired at 10pm.

TALK RADIO PROGRAMME – FOLLOW UP PROBES

Section Three (Crime, Disorder, Hatred and Abuse)

- Rule 3.1 – "Material likely to encourage or to incite the commission of a crime or to lead to disorder must not be included in television or radio services."
- Rule 3.2 – "Material which contains hate speech must not be included in television and radio programmes except where it is justified by the context."

The panel discussion led with the clip and no warning or context was provided beforehand.

- Would it make a difference if there was a warning provided before the clip is played? E.g. a warning given by the panel's moderator verbally.

What if the presenter had strongly challenged the clip immediately after it was played?

- Would clear condemnation of the far right contribution have made it acceptable to play the content?

Following the clip, the panel made it clear that they did not agree with the message.

- Does this make a difference to how you feel?
- What if the programme was a documentary or a news show instead of a panel on talk radio? Would this make a difference?

The next day, the programme is available to stream or download on the radio station's online platform.

- How do you feel about the discussion being available online?
- Would you expect to see this kind of content more often on social media?
- Does that make it more or less acceptable for this type of content to be broadcast on TV or radio?

How would you feel if this discussion happened on TV with the clip including visual images of the speaker?

- What if the discussion was only shown on a video sharing site?

What if the speaker in the clip made a specific threat of violence or said something like – 'take matters into your own hands – go out and beat up a non-white person' (or words to that effect).

- Does this change how you feel about the clip being broadcast? In what ways?
- What impact could the clip have on audiences?

The broadcaster explained that they wanted to show the clip to raise awareness and shine a light on extremist views.

- Does this change how acceptable you think the clip is? In what ways?
- Is there a value in shining a light on extreme views in broadcasting? Why might this be important?

TV political interview – misleading content

2. POLITICS SHOW

- A week before a general election, a political discussion show on a major TV channel features an interview with a well-known government politician.
- The politician is discussing reasons why the public should vote for his party again.
- During the interview, the politician states that the government has cut immigration by more than 20%.
- The presenter strongly challenges this and states that there is no evidence that immigration levels have dropped.
- However, official documents already published confirm that immigration levels have actually fallen by around 20%.
- The politician continues the discussion but does not correct the interviewer on the subject of immigration levels, nor does the interviewer correct his mistake.

Ipsos

3

POLITICAL INTERVIEW– FOLLOW UP PROBES

Section Two (Harm and Offence but it's specifically about harm caused to the audience due to materially misleading content).

- Rule 2.2 – "Factual programmes or items or portrayals of factual matters must not materially mislead the audience."

This rule applies because this scenario is based on a current affairs programme, not a news programme. If it was a news programme, e.g. the BBC News at Ten, the relevant Code section would be Section Five (Due Impartiality and Due Accuracy and Undue Prominence of Views and Opinions) and the Rule would be Rule 5.1 – "News, in whatever form, must be reported with due accuracy and presented with due impartiality."

The interview takes place a week before a general election.

- What impression might the audience be left with after watching the interview?
- What impact could this have? On individuals? On society?
- How serious do you think the mistake is? What makes you say that?

It is possible that the audience was left with the impression that the politician was not telling the truth about this election issue, given the presenter's information was wrong.

- What might the consequence be of misleading the audience about government policy in this way? Who, if anyone, might be harmed?
- Do you believe a scenario like this could affect the way viewers voted in the upcoming election?

The presenter and the politician were aware that immigration was the specific topic for the interview. They both had access to the official documents with the correct figures before the interview.

- What difference would it have made if the politician had challenged the interviewer on his mistake?
- Would this make the content acceptable?
- What about if it was the other way around – the politician made an incorrect claim and the presenter did not challenge it?
- Would that make the mistake more serious, less serious or the same?

Would it make a difference if the interview was shown on a different (non-mainstream) channel or on the radio?

- How would you feel if the interview had only been shown on the broadcaster's YouTube channel and not television?

A clip of the interview as it is goes viral and is shared widely on social media.

- Does this make a difference to how you see the situation?
- What impact could this have? Could this affect the upcoming election?
- Where would you expect to see this kind of content? – broadcast vs. social media
- If this kind of content is already available on social media/ online, does that make it more or less acceptable for this type of content to be broadcast on TV or radio?

4

Online video – commercial references

3. ONLINE VIDEO

- A famous reality star uploads a video to a video-sharing site discussing her new book that describes a diet plan.
- The plan is described as 'food as medicine' and in the video the reality star claims that the plan is more effective than anti-depressants or 'even chemotherapy, which is just poison'. She urges anyone with ongoing medical problems to 'give it a go'.
- No scientific evidence is given in the video.
- The video ends with her saying that the diet plan is available for £50 a month, explaining where to sign up.

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ONLINE VIDEO – FOLLOW UP PROBES

THIS IS NOT BROADCAST CONTENT, BUT IF IT WAS: Section Nine (Commercial References in Television Programming)

- Rule 9.2 – "Broadcasters must ensure that editorial content is distinct from advertising"
- Rule 9.4 – "Products, services and trade marks must not be promoted in programming"

The vast majority of the reality star's followers are teenage girls.

- What impact could the video have on this group?
- Does this effect how acceptable the video is?
- What if there was a different audience? E.g. middle-aged men
- Are there any groups of people who might be particularly vulnerable to this kind of video? PROBE: what about people on medications/ treatment?

The reality star is promoting a new book and a diet plan which people can sign up to for £50 a month.

- What do you think about the reality star encouraging people to buy these products? How acceptable is this?
- What impact could this have? On individuals? On specific groups? On wider society?
- Would it make a difference if she wasn't selling the plan/ there was no obvious financial gain from the video?

Play radio clip

FOR THE Harbour Radio GY, 31 August 2017 CLIP: Section Two (Harm and Offence), Rule 2.1

- "Generally accepted standards must be applied to the contents of television and radio services so as to provide adequate protection for members of the public from the inclusion in such services of harmful and/or offensive material."

This segment was broadcast on a small community radio station.

- Does this affect whether or not you find it acceptable for broadcast?
- What impact could the clip have? What is the potential harm here?
- Are there certain members of the audience who might be more susceptible to potential harm from listening to this clip?
- Where would you expect to see this kind of content? – broadcast vs. social media
- If this kind of content is already available on social media/ online, does that make it more or less acceptable for this type of content to be broadcast on TV or radio?

How does this scenario compare with other examples of potential harm or offence we've discussed?

The same clips are shown as part of a TV programme about health.

- Does this make a difference to your thoughts about the content?
- Would you think differently if it was on a smaller channel (e.g. a channel about food)?
- What if this programme was only available on a service like Netflix?

6

TV interview– commercial references

4. MORNING TV INTERVIEW

- A popular morning TV show aired a celebrity interview.
- The interviewee mentions that he has started giving his children a specific brand of dairy-free milk.
- He explains that it has helped stop his children's stomach problems and he thinks it tastes better than other milk substitutes.
- Throughout the show, he refers to the specific brand of alternative milk seven times. He also mentions it is available in most supermarkets.
- His mentions of the specific brand are not challenged or noted by the interviewer.

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MORNING TV INTERVIEW- FOLLOW UP PROBES

Section Nine (Commercial References in Television Programming)

- Rule 9.2 – "Broadcasters must ensure that editorial content is distinct from advertising"
- Rule 9.4 – "Products, services and trade marks must not be promoted in programming"
- Rule 9.5 – "No undue prominence may be given in programming to a product, service or trade mark"

After the show it becomes clear that the celebrity is the new brand ambassador for that brand of milk.

- What difference, if any, does that make to this scenario?
- What if he had no financial connection with the brand?

The celebrity specifically mentions his children throughout the interview.

- What do you think about this? Does it matter?

The interviewer did not challenge the celebrity during the show.

- Would it make a difference if the interviewer had reacted differently?
- Why? How should they have reacted?

The show was broadcast on a mainstream TV channel in the morning.

- Where would you expect to see this kind of content? – broadcast vs. social media
- If this kind of content is already available on social media/ online, does that make it more or less acceptable for this type of content to be broadcast on TV or radio?

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Asian TV channel– harm and offence

5. ASIAN MAKE-UP SHOW

- An Urdu-language lifestyle magazine programme hosts a make-up contest.
- One contestant is given light-coloured make-up to apply and a second contestant is given dark make-up.
- The contestant with the light-coloured make-up is judged to have been made to look "more beautiful" because "complexion should be fair" and "people are not very keen on brown skin tone".

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ASIAN MAKE-UP SHOW - FOLLOW UP PROBES

Section Two (Harm and Offence)
- Rule 2.3 – "In applying generally accepted standards, broadcasters must ensure that material which may cause offence is justified by the context ..."

This was shown on a mainstream Urdu language TV channel aimed at the Asian community. Some in this community view people with darker skin as less attractive than those with a fairer complexion. Those with darker skin have sometimes experienced discrimination as a result.

- What difference, if any, does that make to this scenario?
- Does it matter if programmes promote or support potentially harmful messages? Why / why not?

Skin lightening products can be dangerous. Although the programme did not mention these specifically, they also did not include a warning against using such products.

Does this matter?

- If this was a long-running slot and the lighter make-up won every week would this make a difference to your views?
- How about if the darker make-up won occasionally?

The show was broadcast on television channel aimed at the Asian community.

- Where would you expect to see this kind of content? – broadcast vs. social media
- If this kind of content is already available on social media/ online, does that make it more or less acceptable for this type of content to be broadcast on TV or radio?

How does this scenario compare with other examples of potential harm or offence we've discussed?

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TV talk show – harm and offence

6. TV TALK SHOW

- A TV talk show included a discussion about a new government plan to introduce classes about LGBT relationships for children.
- The show invited guests to discuss the topic and give different perspectives (e.g. gay father, Christian mother, LGBT charity, Muslim father).
- The religious guests voiced their personal beliefs on homosexuality, saying gay sex is a sin / unacceptable and being gay is a choice.
- Other guests expressed the view that not teaching children about different relationships encourages homophobia.

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TV TALK SHOW - FOLLOW UP PROBES

Section Two (Harm and Offence)

- Rule 2.3 – "In applying generally accepted standards broadcasters must ensure that material which may cause offence is justified by the context ..."

The TV segment is shown in the morning as part of a regular discussion slot. Earlier on in the show, the presenters mention that they will be having a discussion on this topic.

- Should the show provide a warning about the discussion?
- Does it make a difference that it is being broadcast in the morning?

The presenter challenges the parent, suggesting that their comments could be seen as offensive.

- How do you feel about the presenter challenging the guest? How important is this?

Show the GMB clips

- How does this compare to what you imagined from our description?
- Is it more/less acceptable? Why?

A clip of the discussion goes viral and is shared widely on social media.

- Does this make a difference to how you see the situation?
- What impact does this have?
- What if the official online version included more angry and heated sections of the discussion (which had been edited out of the TV version)?

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Radio news – misleading content

7. RADIO NEWS PROGRAMME

- A three hour national radio news programme included a 15-minute item on the historical and recent persecution of Christian populations around the world.
- Statistics on populations and crime rates were given by the presenter in the introduction. During this section, the presenter focussed on the Middle East and stated that, while Muslim and Jewish population numbers have recently increased in Israel, the Christian population in the country has declined.
- In fact, latest population estimates reveal the Christian population in Israel has increased in the last two years.

13

RADIO NEWS PROGRAMME - FOLLOW UP PROBES

Section Five (due accuracy)
- Rule 5.1 – "News, in whatever form, must be reported with due accuracy and presented with due impartiality."

The latest population statistics for Christians living in Israel were publicly available at the time the programme was recorded,

- How significant was the inaccuracy?
- Would your opinion on this change if you discovered it was not the only inaccuracy in the piece? Or would it still be significant, even if it was the only incorrect fact?
- What if it had been broadcast in September 2019, during Israel's inconclusive general election? Would this have changed the significance?
- What might the consequence be of misleading the audience on the size of the Christian population in Israel, in the context of an item on Christian persecution?

Would it make a difference if the item was broadcast on a different (local) radio station, or on TV?

- How would you feel if an item like this had been shown in a main TV news broadcast on a public service broadcaster?
- How would you feel if it appeared on a broadcaster's YouTube channel?

A clip of the inaccurate statistic in the programme goes viral and is shared widely on social media.

- Does this make a difference to how you see the situation?

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Radio music show – harm and offence

8. RADIO MUSIC SHOW

- An hour-long national radio music programme investigates the history of pop music.
- It includes interviews with music executives, songwriters and music stars. One current music star makes a comment in the programme that pop music used to be thought of as "a bit gay", but that no longer seems to be the case.
- The programme is well-received and secures high listener figures.

15

RADIO NEWS PROGRAMME - FOLLOW UP PROBES

Section Two (Harm and Offence)
- Rule 2.3 – "In applying generally accepted standards broadcasters must ensure that material which may cause offence is justified by the context ..."

The programme was targeted at a general audience. The comment about pop music formerly being considered "gay" was a personal view and not explored further in the programme.

- Do you think this content would be seen by the audience as acceptable?
- What if the comment had been challenged or explored further in some way – would this have made it better or worse?

After the broadcast it becomes apparent that the music star who made the comment about pop music has expressed homophobic views on a historical social media account.

- How does this affect your views of the broadcast?
- Does it surprise you that the music star may have expressed a certain view in a national broadcast and a more extreme view on social media?
- What role do you think regulators should have in the selection of contributors for programmes? Do you think Ofcom should require broadcasters to back-check all their contributors and then check if this happened if complaints arise? Or should Ofcom just focus on whether what was actually broadcast was acceptable or not?

The story about the music star's social media account goes viral. A clip of the star's comment on the programme is included on the television news that night, together with an examination of his social media history.

- Does this change your view of the broadcast?

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Religious TV Channel – hate speech (LGB audience)

9. RELIGIOUS TV CHANNEL

- A religious TV channel aimed at an Asian community broadcast two programmes in which a well-known religious scholar spoke at length about historical religious texts. Both these lectures lasted approximately 45 minutes and discussed, amongst other issues, religious opinions on homosexuality from Biblical times to the present day.
- During these speeches the scholar made a number of remarks suggesting that gay people were "sinners" who were acting in contradiction to "the natural order" of the world. The scholar claimed these were views taken from religious texts.
- The speeches and programme were recorded before a large audience and without interruption or challenge, and broadcast at 2pm.

17

RELIGIOUS CHANNEL – FOLLOW UP PROBES

Section Three (Crime, Disorder, Hatred and Abuse)

Rule 3.2 – "Material which contains hate speech must not be included in television and radio programmes except where it is justified by the context."

Rule 3.3 – "Material which contains abusive or derogatory treatment of individuals, groups, religions or communities, must not be included in television and radio services except where it is justified by the context."

This is a scenario based on real content that was broadcast on a religious radio channel in the UK

- Is this content more or less acceptable when broadcast, compared to online?
- Do you think this content is harmful, offensive or both?
- Do you think this content is hate speech?
- Is it harmful and/or offensive only to gay people or to everyone?
- Should Ofcom be prioritising tackling this kind of content, compared to some other things that we've looked at?

This was a religious discourse i.e. one person speaking.

- What if an additional speaker had been there to challenge these claims? Would this make any difference to your opinion on this content?

This programme contained religious sermons and speeches which the channel argued were based on historical religious texts

- Is it ever ok to broadcast content that preaches hate, even in a historical or religious context?

The scenario described here contains hate speech against gay people.

- What about if it had been about other groups of people, e.g. Jewish people?

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Religious TV Channel – hate speech (ethnic minority audience)

10. RELIGIOUS TV CHANNEL

- A religious TV channel aimed at an Asian community broadcast two programmes in which a well-known religious scholar spoke at length about historical religious texts. Both these lectures lasted approximately 45 minutes and discussed, amongst other issues, the role and actions of Jewish people through history from Biblical times to the present day.
- During these speeches the scholar made a number of remarks suggesting that Jewish people were in control of the media and world banking system, and alleging that Israel and therefore the Jewish people were responsible for having distorted the text of the Qur'an for their own ends over centuries. The scholar claimed these were taken from religious texts.
- The speeches and programme were recorded before a large audience and without interruption or challenge, and broadcast at 2pm.

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RELIGIOUS CHANNEL – FOLLOW UP PROBES

Section Three (Crime, Disorder, Hatred and Abuse)

Rule 3.2 – "Material which contains hate speech must not be included in television and radio programmes except where it is justified by the context."
Rule 3.3 – "Material which contains abusive or derogatory treatment of individuals, groups, religions or communities, must not be included in television and radio services except where it is justified by the context."

This is a scenario based on real content that was broadcast on a religious TV channel in the UK

- Would you expect to see or hear content like this on a UK channel? Why/Why not?
- Would you expect to see or hear content like this online?
- Is this content more or less acceptable when broadcast, compared to online?
- Do you think this content is harmful, offensive or both?
- Do you think this content is hate speech?
- Is it harmful and/or offensive only to Jewish people or to everyone?
- Should Ofcom be prioritising tackling this kind of content, compared to some other things that we've looked at?

This was a religious discourse i.e. one person speaking.

- Would it make a difference to the impact of this on viewers that the person speaking is in a position of authority? (e.g a scholar, or a religious figure).
- What if an additional speaker had been there to challenge these claims? Would this make any difference to your opinion on this content?

This programme contained religious sermons and speeches which the channel argued were based on historical religious texts

- Do you agree with this reasoning?
- Is it ever ok to broadcast content that preaches hate, even in a historical or religious context?

The scenario described here contains hate speech against Jewish people.

- What if the hate speech had been directed at a different group of people, say Shia Muslims.
- What about if it had been about other groups of people, e.g. gay people?

20

Late Night TV show – harm and offence

11. LATE NIGHT TV SHOW

- A late-night topical TV show is presented by a well-known comedian. It broadcasts weekly on a mainstream public service channel and features sketches, music and interviews with celebrities. It also includes a number of monologues to camera from the presenter commenting on key news issues of the week.
- In one episode, the presenter gives his thoughts on London Fashion Week, which finished on the day of the episode being recorded. He comments on a story about a fashion label using a model in one of their runway shows who had lost an arm in an accident.
- The presenter says that he doesn't think the model is particularly beautiful and the fashion label only used her because of "political correctness". He quips, "if she'd had two arms, she wouldn't have got anywhere near that catwalk!".

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2

LATE-NIGHT TV SHOW – FOLLOW UP PROBES

Section Two (Harm and Offence)

- Rule 2.3 – "In applying generally accepted standards broadcasters must ensure that material which may cause offence is justified by the context ..."

- **The programme was targeted at a general audience.**
  - Do you think this content would be seen by the audience as acceptable?
- **The presenter is well-known for his blunt, "non-PC" style, which is the basis for much of his humour.**
  - Does that change the acceptability of the programme?
  - Would it have made a difference if the comment had not been made in a monologue, but as part of a discussion with another person who had challenged him on this?
- **Would it make a difference if the show was broadcast on a different (non-mainstream) channel or on the radio?**
  - How would you feel if the show had only been transmitted on the broadcaster's YouTube channel and not television?
- **A clip of the monologue goes viral and is shared widely on social media.**
  - Does this make a difference to how you see the situation?
  - Would you expect to see or hear this kind of content more often on social media or broadcast?
  - Does that make it more or less acceptable for this type of content to be broadcast on TV or radio?

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Radio Phone-in – Harm and offence

12. RADIO PHONE-IN

- A national radio station, well-known for its phone-in format, holds a discussion on the news story of a transgender man who has had a baby. The man has applied be officially identified as the child's father on the birth certificate, but he has been told he must officially register as the mother.
- A number of callers are featured on the programme. One in particular expresses a view disagreeing with the man's attempt. The call culminates with the caller saying that "there are only two genders – male and female – and only a mother can give birth to a child, not a man".

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3

RADIO PHONE-IN - FOLLOW UP PROBES

Section Two (Harm and Offence)
- Rule 2.3 – "In applying generally accepted standards broadcasters must ensure that material which may cause offence is justified by the context ..."

The programme was targeted at a general audience.

- Do you think this content would be seen by the audience as acceptable?

The presenter thanks the caller for the call and moves swiftly on to the next listener, without challenging the caller's final statement

- Does this change the acceptability of the broadcast?

The call preceding this caller had been strongly supportive of the transgender man and had called the birth registration system in the UK "outdated" and "inappropriate".

- Does this change the acceptability of the broadcast?

The discussion took place on a national station famed for its talk-show format.

- What if it had taken place on a small community-radio station which rarely took calls from listeners? Would this change the acceptability of the broadcast?
- What if the comment made by the caller had in fact been made by the presenter? Would that have changed its acceptability?
- What if the debate had taken place on TV? Or on a video on-demand service such as YouTube? Would that change your view of its acceptability?

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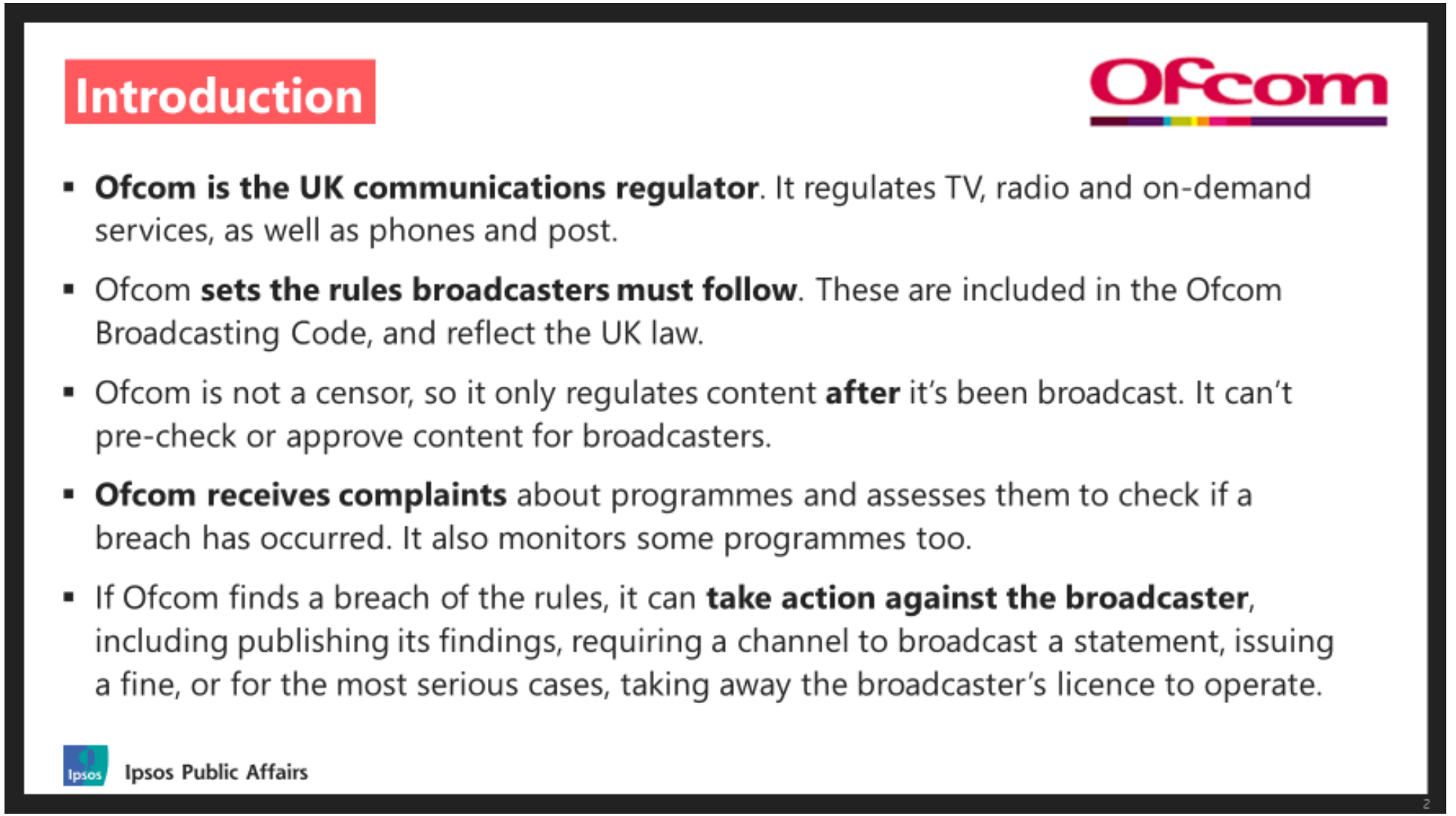
Workshops plenary slides



What will today involve?

- This research study aims to understand your views on different types of things you might watch or listen to
- During the day, we want to share some sensitive clips even though we know they have the potential to be upsetting to some people
  - Hearing your views will help us understand more about people's expectations
  - This understanding will help Ofcom to make future decisions based on what people's views are about different types of content
- We'll let you know when we are going to show something that might be sensitive and you can decide which clips to listen to/watch or not – it's entirely up to you

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3

There are lots of different types of media content

In today's discussions, we want you to think about things you watch and listen to through any device, in particular:

- **Broadcast TV programmes** (including films)
- **Music and shows on the radio**
- **Programmes on catch-up services** (e.g. iPlayer, iPlayer Radio, ITV Hub, 4OD)
- **Programmes on video on demand services you pay for** (e.g. Netflix, Amazon Prime)
- Programmes, trailers, clips, short films or user-generated **videos publicly shared on video-sharing platforms or social media** (e.g. YouTube)

The following are not included:

- **The press** (online or print)
- **Social media** – tweets, photos, comments
- **Adverts** (anywhere)
- **Gaming**

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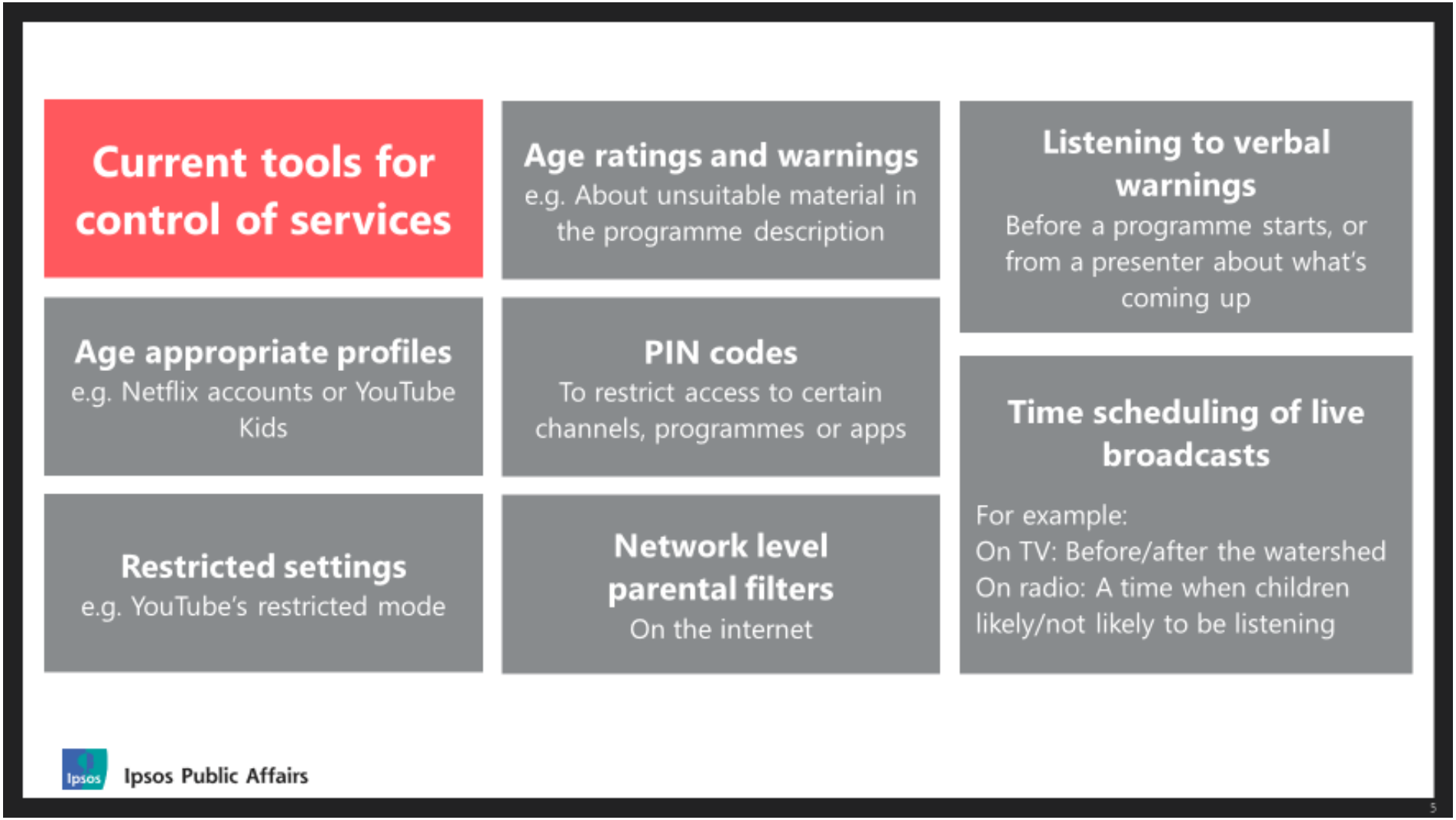
4



Protecting children

What are the rules for?

To make sure children are protected from programmes that are unsuitable for them.

What content is unsuitable for children?

Programmes that include offensive language, violence, sex, nudity, drugs or dangerous behaviour that could be imitated must be aired at times when children are less likely to see them – for example, after 9pm (the watershed) on TV.

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7

Harmful content (adults)

What are the rules for?

To make sure that adults in the audience are protected appropriately from content in programmes that could be harmful to them.

What is harmful content?

Programmes that, for example, promote dangerous behaviour, hate speech, or could result in financial harm (e.g. unfair competitions or votes you pay to enter), harm to health (e.g. suggestions to abandon treatment for serious illness), or encourage self-harm or suicide.

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Offensive content (adults)

What are the rules for?

To make sure that adults in the audience are appropriately protected from offensive content in programmes.

What is offensive content?

Programmes which include offensive language, violence, sex, humiliation, distress, violation of human dignity, discriminatory treatment or language. This can be aired but it must be justified by the context (how the programme is presented to the audience).

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9

Crime, disorder, hatred and abuse

What are the rules for?

To make sure that programmes that could encourage or incite crime or lead to disorder are not broadcast.

How could a programme incite crime?

By encouraging the audience to take criminal action, such as committing a violent act, a terrorist event, or starting a riot. Or by including hate speech that leads someone to cause harm to a particular community, group or individual.

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Religion

What are the rules for?

To allow people to express their faith freely in programmes, but to ensure that vulnerable viewers or listeners are protected from exploitation, and religious programmes don't include abuse about other religions.

What would break the rules?

For example, a religious programme telling viewers that unless they donate money they won't be blessed by God, or a programme in which a preacher belittles people who follow another faith.

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Due* accuracy in news

What are the rules for?

To make sure viewers and listeners can trust what they see and hear in the news.

What do the rules cover?

When producing the news, broadcasters should check facts and figures. Any significant mistakes in news should normally be acknowledged and corrected on-air quickly and clearly.

**Due means appropriate to the subject and content of the programme.*

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Due* impartiality

What are the rules for?

To make sure news and other programmes on politically controversial subjects are duly impartial (i.e. one point of view isn't favoured over another, bearing in mind the context of programme).

How do programmes keep to the rules?

By including different views, e.g. a presenter challenges a politician to make sure the other side of an argument is included. During elections and referendums there are stricter rules to ensure issues, parties and candidates get fair coverage.

**Due means appropriate to the subject and nature of the programme.*

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Privacy

What are the rules for?

To ensure that a person or organisation's privacy is not unwarrantedly infringed.

How do programmes keep to the rules?

For example by making sure programmes do not include details of people's private lives without informed consent, or without it being in the public interest.

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References to brands and products in programmes

What are the rules for?

To ensure programmes and adverts are kept distinct so viewers are protected from the risk of financial harm and know when they are being sold to.

What do the rules cover?

Restrictions on when and how TV programmes can include product placement and sponsorship, and rules to make clear to audiences when they're hearing a commercial message in a radio programme.

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What is offensive content?

- Offensive content might include things which people find **insulting or inappropriate** – either to themselves or others.
- This could include swearing, rude jokes, stereotypes or derogatory statements.
- Under the rules, such content can be broadcast as long as the way in which it is presented to the audience is justified.

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What is harmful content?

- Harmful content might include things which could lead to someone being:
  - **Physically harmed** – such as promoting dangerous behaviour or self harm, or giving unsafe health or medical advice
  - **Financially harmed** – such as through mis-selling or mis-promoting products
  - **Emotionally or mentally harmed** – such as through viewing disturbing or upsetting content

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Freedom of expression is everyone's right to hold opinions without interference and to seek, receive and share information and ideas.

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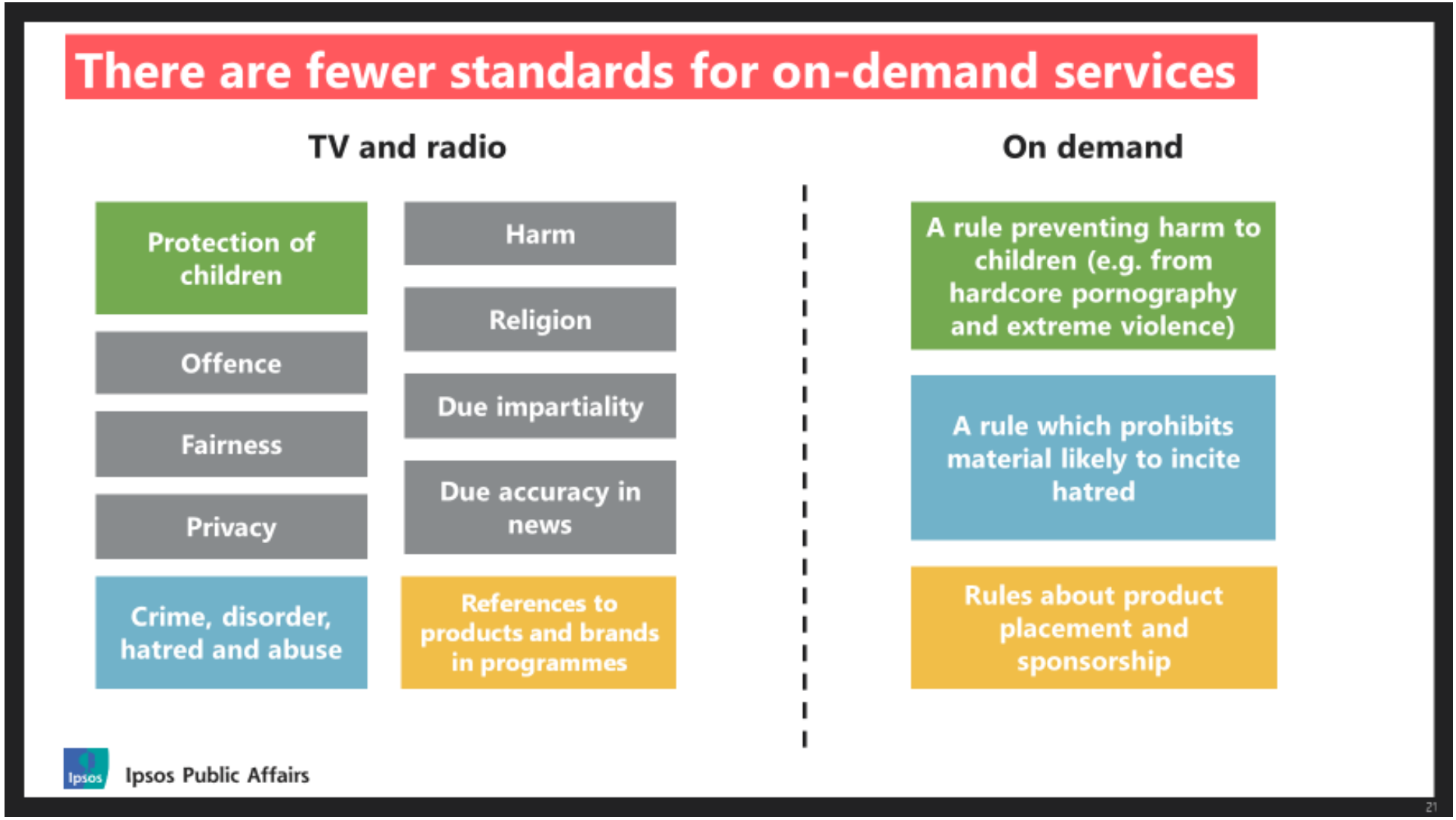
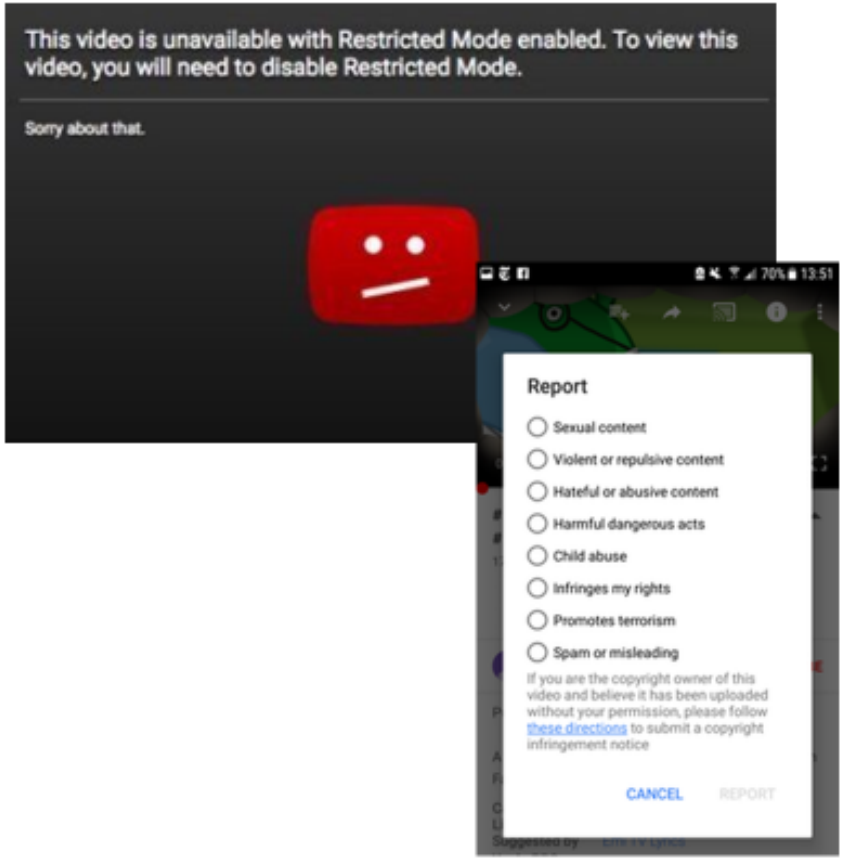


Regulation of other content online

- Some of the major online services and platforms have developed initiatives to address harmful content:
  - developing their community standards
  - improving reporting functions allowing users to flag content
  - hiring more content moderators/ using AI to detect harmful content
  - removing fake accounts
  - publishing transparency reports
- These initiatives are all **voluntarily in place** and vary between services. They are **not enforced by a statutory regulator**.



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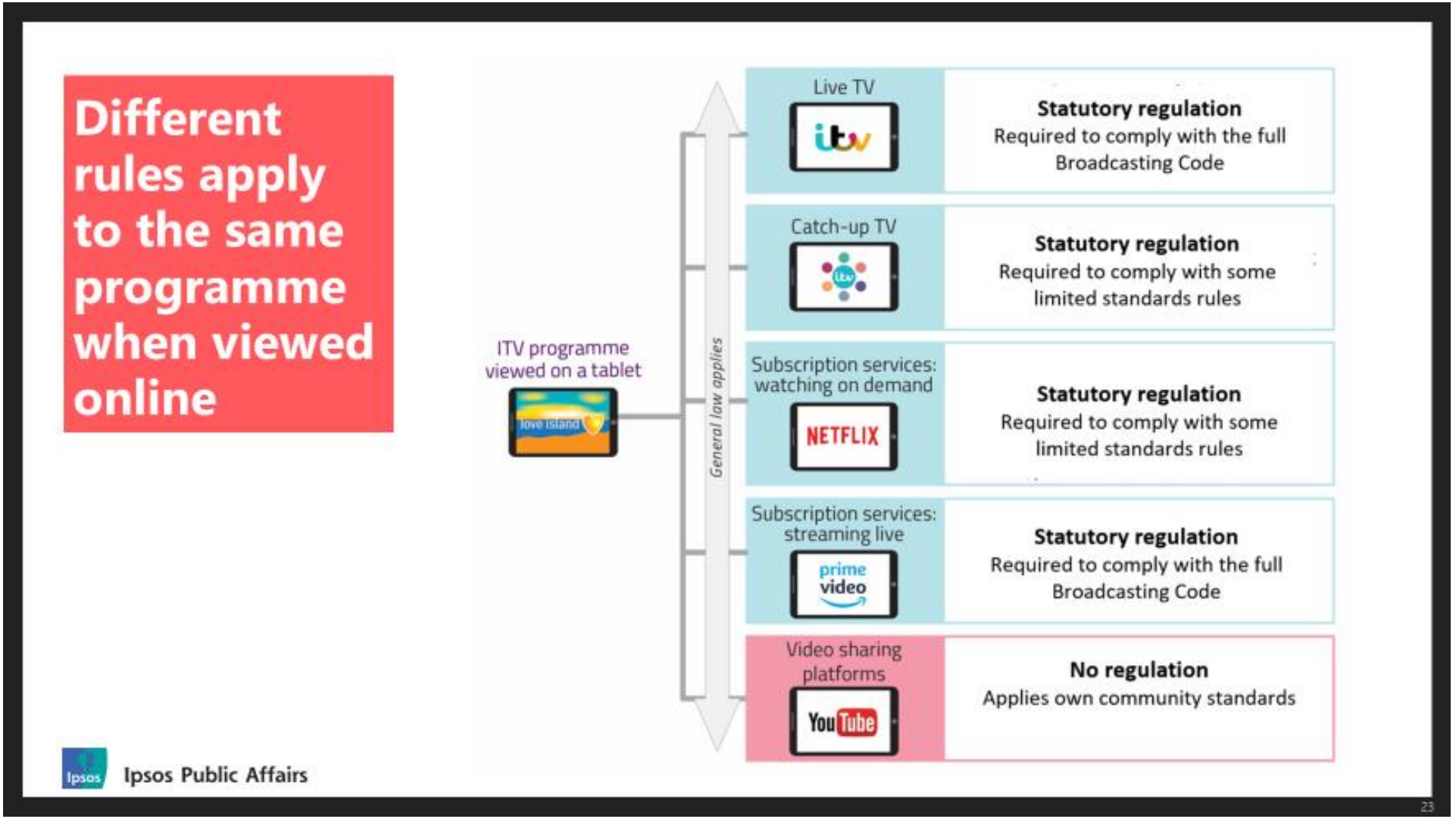
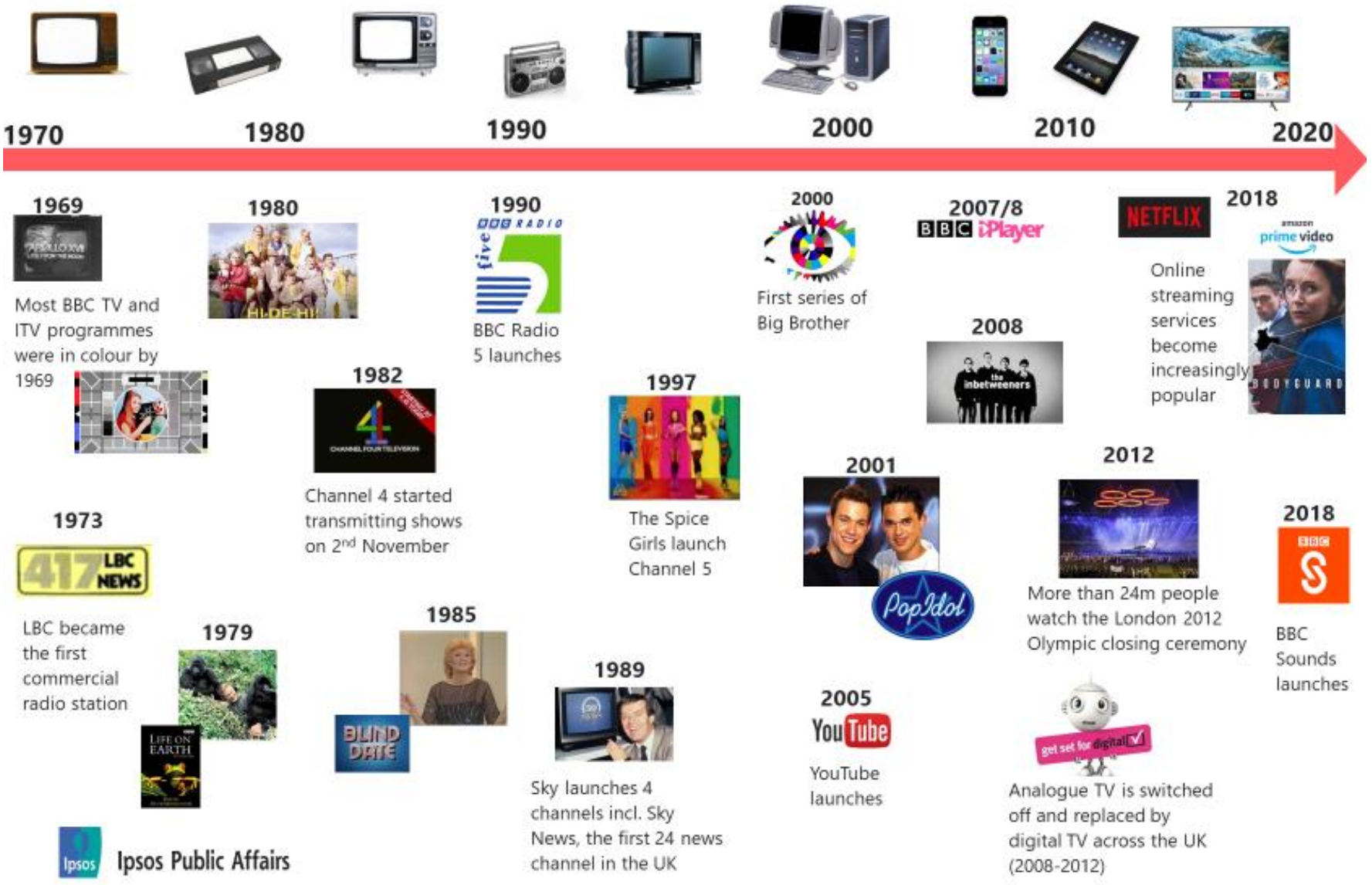


Timeline stimulus



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About Ipsos MORI's Social Research Institute

The Social Research Institute works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. This, combined with our methods and communications expertise, helps ensure that our research makes a difference for decision makers and communities.