



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Legal, Professional and Ethical Futures				
Module Code	UJUJ8-15-3	Level	3	Version	2
Owning Faculty	FBL	Field	Law Undergraduate		
Contributes towards	LLB (Hons); LLB (Hons) Commercial Law; LLB (Hons) European and International Law; LLB (Hons) Law with Criminology; BA (Hons) Criminology and Law; LLB (Hons) Law with Business Studies; BA (Hons) Business Studies and Law; LLB (Hons) Law with Psychology; Law Joint Awards				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations	UJUUK6-30-3 Law of the European Union	Module Entry requirements			
Valid From	September 2013	Valid to			

CAP Approval Date	1/5/12
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Part 2: Learning and Teaching	
Learning Outcomes	<p>This module is designed to enhance legal and wider professional awareness through engagement with subject-specific ethical considerations and with the concept of being an ethical professional. The student will work to produce learning resources intended to demonstrate a rich understanding of legal ethics and wider ethical frameworks, and further will develop critical and ethical reasoning faculties tested elsewhere in the Law programmes. In so doing, it is envisaged that the student will demonstrate gradueness – specifically in this context ethical gradueness – via the media of portfolio project work, communication and personal organisation.</p> <p>Students will be encouraged to reflect upon and critically evaluate an applied or jurisprudential ethical problem through the production of a portfolio of teaching/ presentation materials. These jurisprudential or ethical problems may include:</p> <ul style="list-style-type: none"> • Ethical and legal aspects of banking and finance regulation and governance • Corporate social responsibility • Ethical and legal issues pertaining to medicine and the law • Environmental law and the ethical dilemma • Discrimination law, including racial discrimination, sex discrimination, homophobia, transphobia, islamophobia and anti-semitism • Workplace discrimination • Ethical and legal issues relating to the operation of the criminal justice system • Ethical considerations surrounding the regulation of pornography • Free speech and its restriction • Theories of ethics and their application in practice • Consideration of regulatory ethics,

- Ethical participation in sport
- War crimes

On successful completion of this module students will be able to demonstrate:

- Knowledge and understanding of ethics and ethical organising concepts and their role in legal and professional practice (QAA Law Benchmark Statement paragraphs 4.4 and 4.6) (assessed in components A and B) ;
- Knowledge and understanding of the significance of ethics in individual and collective decision-making (QAA Law Benchmark Statement paragraph 4.6) (assessed in component A);
- Knowledge and understanding of workplace, information technology and organisational skills (QAA Law Benchmark Statement paragraphs 4.9, 4.13 - 4.16 and 4.19) (assessed in components A and B) , including:
 - The further development of skills through working individually and as a team to plan, manage and produce materials suitable for use as learning resources (assessed in components A and B)
 - The ability to establish objectives for tasks (Components A and B);
 - The ability to manage time effectively, both in preparing for tasks and in presenting information (assessed in components A and B);
- Written communication, analytical and critical reasoning skills appropriate to a Level 3 undergraduate (QAA Law Benchmark Statement 4.10 - 4.12, 4.16 and 4.17) (assessed in components A and B), including:
 - The development of precise and analytical responses to an allocated topic (A) ;
 - The development of an organised and logical structure for the assignment preparation (A);
 - The ability to identify, collate, summarise and synthesise and evaluate relevant information and arguments (A);
 - The ability to demonstrate applied understanding (A);
 - The ability to utilise effectively a wide range of research resources and tools, both physical and electronic (A & B)
 - The ability to present their topic concisely and effectively (A & B).
- Advanced skills of critical reflective practice (QAA Law Benchmark Statement paragraphs 4.10 - 4.12) (assessed in components A and B) through a range of different activities, including:
 - The ability to recognise, critically reflect upon and adapt personal practice in respect of a variety of approaches to a given task (A & B);
 - The ability to establish appropriate individual goals and objectives (A);

In addition the educational experience may explore, develop, and practice but not formally assess the following: resourcefulness, creativity, flexibility and deeper learning approaches.

Syllabus Outline

This Level 3 module will build upon the skills and knowledge students acquired at earlier stages of degree study, including (but not limited to) Legal and Professional Skills at Level 1, Legal and Professional Development at Level 2 and more widely via individual substantive modules throughout the degree, to help them develop as an ethical individual, enhance their graduateness, and thus their ability successfully to engage with their environments and master their ethical, corporate and associated responsibilities in this regard in future workplaces and other environments.

The teaching and learning of ethical and professional responsibility and judgment involves students moving beyond pure academic knowledge into the capacity to engage in complex practice, to make judgments under conditions of uncertainty, to learn from experience, to create and participate in responsible/effective professional community, and to be able and willing to engage in public service.

Within the legal community and business community, regulators and legal service providers are required to regulate for risk. To better understand ethical risk and, better support ethical environments and cultures within legal service providers, students need to understand and be able to develop personal ethical approaches to complex problems. They need to understand behaviour, the precursors of behaviour, individual character (individuals and professional dispositions to regard something as ethical or unethical); context (incentives, infrastructure and culture); and capacities (how we recognise and reason on decisions).

Teaching will introduce students to ethical problems, jurisprudential approaches, practical approaches and regulatory responses seeking to inculcate into students an autonomous learning approach (QAA Law Benchmark statements 4.13 – 4.15) by further reading, research and inquiry into topics.

Topics will be selected from a range of ethical problems affecting a range of legal and commercial topics, including

- Ethical and legal aspects of banking and finance regulation and governance
- Corporate social responsibility
- Ethical and legal issues pertaining to medicine and the law
- Environmental law and the ethical dilemma
- Discrimination law, including racial discrimination, sex discrimination, homophobia, transphobia, islamophobia and anti-semitism
- Workplace discrimination
- Ethical and legal issues relating to the operation of the criminal justice system
- Ethical considerations surrounding the regulation of pornography
- Free speech and its restriction
- Theories of ethics and their application in practice
- Consideration of regulatory ethics,
- Ethical participation in sport
- War crimes

The syllabus also will address:

Communication and Dissemination Skills

The module, as with other modules within the Law Programmes, enhances students' communications proficiencies. The ethics teaching materials project will require that students consider their intended audience; the appropriateness and coherence of materials for that intended audience; and maximise the efficacy of those materials in engaging that audience.

Research Skills

Students will also develop their practical research skills. Building upon the skills acquired in Levels 1 and 2, students will be expected to apply advanced research techniques to the production of their materials. Students will be encouraged to identify practice- or discipline- based materials that aid their understanding of ethics.

Project Management

It is envisaged that students will produce learning resource packs, demonstrating skills of discerning the key features of their area of examination, developing their materials accordingly, and exhibiting time management skills.

Skills and Engagement

Students will be encouraged to attend relevant sessions provided by the University, additional to those incorporated within the module, that relate to their modular assessment and study. These may encompass sessions pertaining to the subject matter, and sessions relating to the development of a wider knowledge base in the areas of study, including equality and diversity awareness, 'Meet the Expert' sessions, taster sessions for vocational and post-graduate course provision, and specific careers guidance, in addition to the networking and expert engagement opportunities incorporated within the module.

Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> • 24 hours of lectures • 12 hours of workshops
Teaching and Learning Methods	<ul style="list-style-type: none"> • Lectures, involving academic and legal practitioners, in addition to external speakers, will provide detailed background to the ethical scenarios detailed above • Workshops will facilitate preparation of the learning materials and the posters
Reading Strategy*	<p>Students will be encouraged to develop their independent research skills in order to identify key information and analysis of the issue they have been assigned.</p> <p>Students will be encouraged to make full use of the print and electronic resources available to them through the University and to demonstrate initiative in locating suitable materials.</p>
Indicative Reading List	<p>Legal and Professional Ethics and Futures will involve students researching a wide variety of possible subject areas, with an emphasis on independent research and learning:</p> <p>However the following list is indicative:</p> <p>Boon, A. and Levin, J (2008) <i>The Ethics and Conduct of Lawyers in England and Wales</i> 2nd edition Hart Publishing</p> <p>Brink-Budgen, R (2000) <i>Critical thinking for students: learn the skills of critical assessment and effective argument</i>, How To Books.</p> <p>Carr, H, Carter, S and Horsey, K, (2009) <i>Skills for Law Students</i>, Oxford University Press.</p> <p>Cottrell, S (2011) <i>Critical thinking skills: developing effective analysis and argument</i>, Palgrave Macmillan.</p> <p>Done, F and Mulvey, R (2012) <i>Graduate Career Handbook</i>, Pearson.</p> <p>Maughan, C & Webb J (2005) <i>Lawyering Skills and the Legal Process</i> 2nd Cambridge University Press</p> <p>Parker, C and Evans A (2007) <i>Inside Lawyers Ethics</i> Cambridge University Press</p> <p>Thomson, A (2009) <i>Critical reasoning: a practical introduction</i>, Routledge.</p>

Part 3: Assessment

Assessment Strategy	<p>Component A-(controlled conditions) A poster presentation capturing the portfolio output to be presented at an end-of-module event;</p> <p>Component B - A portfolio of presentation/ teaching materials, for which the student will prepare a suitable teaching/ presentation scheme of the substantive topic via determination of the most appropriate organising concept(s), and include a media presentation via PowerPoint, Presi or similar.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A Description of each element	Element weighting (as % of component)	
1. Poster presentation	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio of teaching/ presentation materials	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Poster presentation	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio of teaching/ presentation materials	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		