**Part 2B – Course Design Working Document**

**Purpose of the working document**

The purpose of this working document is to capture key course information which will serve as a guide to those supporting the development and building of the course. Once completed and approved, the document will serve as the start point for a new Adelaide University course.

This document, in addition to the workshops and other resources provided, will walk you through the course design, capturing the Course Aims, Course Plan, Course Learning Outcomes, Assessment Strategy, Pedagogical Considerations, and Course Resources. Much of the information contained within this document will be entered into the Adelaide University curriculum management system, CurV, our single source of curriculum truth.

**Instructions for completing the template.**

* This document should be completed for each course identified in Template 1B *Section 2.1.3 Standard Schedule of Courses* (from Part 1)
* Complete the table below (page 1), specifying the program name, course name (identified in Template 1B Section 2.1.3), version (e.g., Version 1 for a new course) and date. Every time there is a minor or major change, the version should be captured accordingly to ensure that course coordinators can keep track of the changes.
* Each section of this template has a brief description of what is expected. If you need further guidance, refer to **the** [**Adelaide University Part 2: Detailed Program and Course Design Toolkit**](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/TrainingHome.aspx)or use the [More information] links to go straight to the relevant page.
* The mapping information captured in 2A: Program Blueprint should guide the course design to ensure alignment with the program.
* The completed course curriculum captured in this document will be considered as part of the respective program and reviewed for programmatic alignment.
* Upon completion, course data will be manually entered into the Adelaide University curriculum management system (CurV), our single source of curriculum truth, for approval. Course information will be shared with other program teams to minimise duplication of course content.
* Once the course has been designed and entered into CurV, it is not expected to undergo significant changes between now and its first delivery.

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| --- | --- |
| Program | Bachelor of Laws (Honours) |
| Course name | Becoming a Lawyer |
| Version | 1 |
| Date | 16/02/2024 |

SECTION 1: Course Information

**1.1 Course Name**

è Identify the course name. The name may have been defined during Program Design – Template 1B. If not, provide some suggestions of course names that can be discussed and agreed upon.

* The course name should be clear, conveying the subject matter to the student (current and prospective).
* Use terms that prospective students may use when searching for a course.
* Avoid using overly long or complex language in the course name.
* Avoid using colons in the name.

[[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/2.2-Course-name-and-course-summary-(CDWD-Section-1).aspx)]

Becoming a Lawyer – Legal Ethics and Professionalism

**1.2 Course Summary**

è Summarise key information about this course relative to the program structure. This information can be populated, or may have been prepopulated, using the information presented in Template 1B (from Part 1), Section 2.1.3 Standard Schedule of Courses. [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/2.2-Course-name-and-course-summary-(CDWD-Section-1).aspx)]

Academic Year:

Year Level: Third

Unit Values: 6

1-sentence description of the course aim: This compulsory course, which meets the accreditation requirements for ethics and professional responsibility, equips students with the knowledge and practical skills necessary to navigate legal ethics and professionalism in an increasingly complex and ever-evolving legal landscape.

This course aligns to the LLB theme of social justice.

Course type (e.g., core or specialist elective): UG Core

WIL hours (If applicable):

Pre-requisite or co-requisite: Contract Law, Business and the Law

SECTION 2: Course Aim and Learning Outcomes

Conceptualising and writing a Course Aim, Course Plan and Course Learning Outcomes is critical to effective curriculum design and student learning. A Course Aim represents the broad goal of the course. The Course Plan will list or outline the key concepts, knowledge, and skills students will be developing as they progress through the course. Finally, the Course Learning Outcomes specify what students are expected to be able to demonstrate by the end of the course; they are steps towards the achievement of the overall course aim.

Importantly, the work of these following sections is an **iterative** one, and you will likely move through sections 2.2, 2.3, 3.1 and 3.2 as you work toward the final versions of what will end up in each section.

**2.1 Course Aim**

The aim of a course is a broad statement of its purpose or intent, encompassing the philosophy of the course and specifying its overall direction and content. It tells students what you will teach them over a study period (e.g., trimester) and what they may learn by taking the course. A course aim is typically identified in relation to the broad program aims, its relationship to the aims of other courses within the program, and the role it plays in overall development of Graduate Qualities across the program.

èArticulate the course aim in a few sentences (no more than 100 words). [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.2-Course-plan-(CDWD-Section-2.2).aspx)]

The rule of law is the bedrock of our society. For it to function effectively, it is crucial that lawyers adhere to professional ethical conduct. Adhering to professional ethical conduct not only requires compliance with the law and professional conduct rules but also necessitates the ability to recognise and address the ethical dimensions of interactions with courts, clients, and other professionals. The increasing complexity of society, laws, and the digitalisation of legal work has made navigating these professional ethical dimensions of legal practice more challenging, underscoring the need for lawyers to be equipped with a clear set of values to successfully traverse this complex terrain.

This compulsory course meets the accreditation requirements for ethics and professional responsibility. It aims to empower students to recognise and deploy their personal values and conceptions of justice in alignment with the principles underpinning the legal system and professional conduct. Through an immersive, experiential learning approach, the course will equip students to identify, analyse, and address common ethical dilemmas encountered in legal practice while considering the broader context of lawyers’ roles, professional identities, and guiding ethical frameworks. By providing this knowledge and practical skills, the course aims to prepare students to flourish as responsible legal professionals in their future careers as they adapt to the ever-evolving legal landscape.

**2.2 Course Plan**

Defining the scope of the course is essential, in terms of the broad topics and skills being developed within the course, as well as indicate the general structure in terms of the sequencing of learning, modules, themes or other important elements (e.g., moving from theory to practice).

Course design should prioritise a coherent and progressive alignment of topics, ensuring a logical flow of concepts and building upon foundational knowledge and skill. The finer details of what content, readings etc. would appear in each week will be developed further in Part 3. A high-level outline is all that is required here.

è List the broad topics and/or modules in the recommended sequencing, includingfor each topic and/or module. [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.2-Course-plan-(CDWD-Section-2.2).aspx)]

The Legal Practitioners’ Education and Admissions Council (LPEAC) prescribes rules for the academic requirements for admission to legal practice in South Australia. For the purposes of this course, students must demonstrate a satisfactory level of understanding and application in the core area of ‘ethics and professional responsibility.’ It will therefore address the professional and personal conduct of lawyers in relation to their duties to clients, courts, other lawyers, third parties and to the administration of justice. It will provide students with a foundational understanding of the principles involved in holding money on trust. In addition, this course will cover sources of ethics outside the substantive law and regulation governing lawyers’ professional conduct. It will also examine general moral theories, personal values and frameworks for ethical action. Hence, this course will cover:

* The Law and Regulation of Lawyering
* General Moral Theories and Conceptions of Justice
* Approaches to Legal Ethics and Ethical Decision-Making
* Professionalism and Professional Responsibility
* Lawyers’ Ethics in the Criminal and Civil Context
* Lawyers’ Duties to Clients
* Lawyers’ Duties to the Court
* Lawyers’ Duties to Third Parties and Other Lawyers
* Lawyers’ Fees and Costs
* The Disciplinary Jurisdiction and Professional Misconduct.

**2.3 Course Learning Outcomes (CLOs)**

Course Learning Outcomes typically have the following structure:

*verb + content focus + (condition/context) + criterion*

Read the following pages in the online toolkit before starting to write your CLOs:

[What are Course Learning Outcomes?](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.4-What-are.aspx)

[Process of developing Course Learning Outcomes](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.3-Course-Learning-Outcomes-(CLOs)-(CDWD-Section-2.3).aspx)

Now it’s time to capture those key learning outcomes in the Course Learning Outcomes below.

Typically, 4-6 CLOs should cover what students are expected to be able to demonstrate by the end of a course.

è Write the proposed CLOs below, remembering that each should include a relevant verb, the content focus, the condition/context and the criterion and use the table provided to map these to the PLOs.

At the completion of this course students will be able to:

CLO1: Explain and apply substantive sources of law and regulation governing lawyers’ professional conduct to complex problem scenarios.

CLO2: Describe the ethical dimensions of lawyers’ professional conduct through written and verbal communication.

CLO3: Identify professional and ethical issues encountered in legal practice and critique the substantive legal and statutory standards.

CLO4: Demonstrate awareness of ethical dilemmas lawyers face when fulfilling their professional duties and analyse the broader context of lawyers ’roles, professional identities, and ethical frameworks.

CLO5: Reflect on personal values, conceptions of justice, and their implications for legal practice and professional development.

è Use the table provided to map these to the PLOs – put an X in the box where you believe there is alignment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **PLO1** | **PLO2** | **PLO3** | **PLO4** | **PLO5** |
| **Course Learning outcomes** | **Application of Knowledge: Use legal knowledge to create innovative and ethical solutions to address national and global issues, promote justice and enhance sustainability.** | **Research, Analysis and Critique: Undertake legal research, and analyse and critique the operation of the law, informed by Indigenous knowledges and diverse social and cultural perspectives.** | **Communication: Communicate skilfully using a variety of modes and technologies to advocate, provide advice and resolve legal disputes.** | **Professional Responsibility, Collaboration and Ethics: Contribute to the legal profession and wider community in a collaborative, ethical, socially conscious and professional manner.** | **Personal and Professional Growth: Exercise informed and objective judgement, achieve personal growth through reflection and interact with others with professionalism and empathy.** |
| **CLO1** | X |  |  | X |  |
| **CLO2** | X |  |  | X |  |
| **CLO3** | X |  |  | X |  |
| **CLO4** | X |  |  | X | X |
| **CLO5** | X |  |  | X | X |

SECTION 3: Assessment

Within this course assessment section, broadly articulate the why, the what, and the how of assessment without necessarily getting into the specifics of the individual assessment tasks themselves. This level of detail will then be determined at a later stage of the course development processes.

**3.1: Assessment rationale and approach**

è Describe what the course assessments broadly aim for students to demonstrate and why this is important. You do not need to describe details of the assessments, rather any high-level considerations that must be incorporated in later stages of course development to ensure a programmatic approach to assessment is taken. [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.5-Assessment-(CDWD-Section-3).aspx)]

Also indicate any critical assessment approaches that need to be included within this course in support of programmatic skill development and assessment demonstration, e.g., project-based, practical, oral, problem solving, team/group work.

Additionally, articulate the role Generative Artificial Intelligence (Gen AI) might play (if at all) for assessments in this course.

The assessment in this course is focussed on:

* developing students’ understanding of the role of the lawyer and their professional legal duties to their client, the court and third parties.
* enhancing their ability to engage in ethical decision making in legal practice.

This means that assessment would involve continuous formative and summative assessment aimed at students being able to identify and apply applicable law and regulation governing lawyers’ professional conduct to problem-based scenarios that increase complexity as students develop their knowledge of the applicable principles. It will also require students to demonstrate ethical reasoning to resolve a problem-based scenario where is an ethical conflict.

Useful assessment tools for this type of activity include:

* Online Quizzes/Tests: For the development of foundational knowledge and understanding of legal principle.
* Case Studies and Problem-Based Scenarios: These can simulate real-life legal dilemmas, allowing students to apply legal principles and ethical reasoning to complex situations.
* Role-Playing Exercises: Engaging students in role-playing activities where they assume the roles of various stakeholders will enhance their ability to view issues from multiple perspectives.

Generative AI may be used to support ideation and the planning of writing tasks. It may be used to help identify preliminary ideas and resources but should not be used as a substitute for students’ own thinking and writing. All uses of Generative AI should be disclosed.

**3.2: Mapping and performance standard/success criteria**

Mapping knowledge, skills, and/or capabilities is useful in ensuring what is assessed aligns with the CLOs and allows students to indeed demonstrate they can pass the CLOs in your course.

Specifying performance standards or pass criteria provides benchmarks for future assessment task design and teaching and learning approaches.

è Outline what knowledge, skill, and/or capability is expected and briefly explain what satisfactory achievement (a pass-level demonstration) might look like for each CLO. You may wish to revise your CLOs to reflect these standards. [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/3.6-Performance-Standards-(CDWD-Section-3.2).aspx)]

|  |  |  |
| --- | --- | --- |
| **CLOs** | **Knowledge, skills and/or capability demonstrated** | **Performance standard** |
| **CLO1** Explain and apply substantive sources of law and regulation governing lawyers’ professional conduct to complex problem scenarios. | Legal problem solving  Written communication  Ethical reasoning | Identification of the correct source of law/ regulation governing lawyers’ professional conduct.  Communicates most of the substantive legal principles that correspond to a factual scenario. |
| **CLO2** Describe the ethical dimensions of lawyers’ professional conduct through written and verbal communication. | Ethical reasoning  Written communication  Oral communication | Articulates ethical action within the framework of lawyers’ professional conduct standards, drawing credible conclusions. |
| **CLO3** Identify professional and ethical issues encountered in legal practice and critique the substantive legal and statutory standards. | Judgement  Legal problem solving  Ethical reasoning  Written communication  Oral communication | Links CLO 1 and 2.  Analyses and evaluates the relevant substantive legal and statutory standards governing lawyers ’professional conduct.  Critiques applicable legal and statutory standards in addressing the identified professional and ethical issues. |
| **CLO4** Demonstrate awareness of ethical dilemmas lawyers face when fulfilling their professional duties and analyse the broader context of lawyers ’roles, professional identities, and ethical frameworks. | Judgement  Ethical reasoning  Written communication  Oral communication | Links to CLO 1 and 2  Identifies and describes common ethical dilemmas lawyers encounter while carrying out their professional duties.  Analyses the broader context in which ethical dilemmas occur, considering factors such as lawyers’ roles, professional identities, and the ethical frameworks that guide their conduct. |
| **CLO5** Reflect on personal values, conceptions of justice, and their implications for legal practice and professional development. | Reflection  Ethical reasoning  Self-awareness/well being | Links to CLO 1, 2 and 3  Articulates personal values and conceptions of justice, drawing on relevant law and regulation governing lawyers’ ethics and general moral theories.  Analyses the ways in which personal values and conceptions of justice may intersect with, complement, or conflict with the values and principles underpinning the legal system and lawyers’ professional conduct. |

SECTION 4: Course Teaching and Learning Strategies/Pedagogical approaches

Describing broad teaching and learning strategies, and the pedagogies underpinning them, provides useful guidance for course developers to develop effective learning environments, including informing them of the resources that may be required for the course.

These should be informed by the CLOs, and the knowledge and skills students are expected to demonstrate as well as the assessment approaches.

è Specify/describe the broad teaching and learning strategies this course is expected to employ e.g., inquiry-based learning, Socratic method, problem-based learning etc.; include a brief rationale of why these strategies have been selected. [[More information](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/4.1-Course-level-teaching-and-learning-strategies-pedagogical-approaches.aspx)]

* The learning and teaching approaches will consist of:
* Online learning is supported through a learning management system that provides a structured, interactive, and collaborative learning environment and incorporates multimedia content, such as: short videos to present course content focused on the principles of legal ethics and professional responsibility, podcasts featuring guest speakers sharing their experiences and insights on ethical dilemmas in legal practice, and interactive infographics. These resources cater to different learning styles and preferences and encourage student collaboration and peer learning through online discussion forums, wikis, and other interactive tools.
* Technology-enhanced seminars that provide collaborative and experiential learning opportunities for students to put into practice the knowledge and skills they acquire from the course content. These seminars will enable students to discuss fundamental principles of legal ethics and professional conduct, analyse relevant case studies, answer problem-based scenario questions involving ethical dilemmas, and participate in role-play exercises where students can simulate different stakeholders in ethical dilemmas or professional misconduct scenarios related to legal practice.
* Experiential learning opportunities will be integrated throughout the course, including roleplay of lawyering activities drawn from case studies based on real-world ethical dilemmas faced by legal professionals. Use of deidentified Legal Clinic files to emphasise links between course content and real-world practice. These activities will allow students to apply their knowledge and skills in practical contexts, develop empathy for different stakeholders, and gain valuable insights into the challenges and responsibilities of legal practice. Students will also be encouraged to engage with professional networks through online platforms, fostering lifelong learning and professional development.
* Reflective exercises and discussions will be incorporated into the seminars and online activities, encouraging students to examine their personal values, biases, and professional identity formation. These reflective activities will help students develop self-awareness, emotional intelligence, and the ability to critically analyse their own ethical decision-making processes.

SECTION 5: Course Resources

è Identify key course resources as early as possible in the course design process.

Some of this information will be used as part of course development and design (Part 3); for example, our Digital Librarians will help identify appropriate digital resources, such videos, images, readings and textbooks. [[More information]](https://mymailunisaedu.sharepoint.com/sites/AU_CDT/SitePages/4.2-Course-resources.aspx)

**5.1: Facilities, equipment, software and hardware (University owned)**

University physical spaces, equipment, and/or software/hardware the university will provide. Please be sure to list any resources that students must have access to during the course in order for them to successfully complete the course. Identifying these resources early will support the university in assessing the availability and suitability of our resources.

The teaching of this course requires:

1. Flexible work spaces for large group interactive teaching and small groups discussions.
2. Student and course facilitator access to legal databases (AI-enabled – ie. Lexis +AI)
3. Learning spaces outside classrooms – ie. study areas, common areas w. external electronic comms.
4. Video / Audio recording studios
5. Electronic moot rooms
6. Specialised law library – requirement for accreditation
7. Physical digitally-equipped interview rooms w. monitoring capacity/glass.

**52: Software and hardware (Learner owned)**

Software or hardware that a learner is expected to have access to during the course on their own devices.

Students will need access to a personal computing device and Microsoft Office.

**5.3: Required readings**

Key readings, including textbooks. At Adelaide University, we would like to minimise the number of physical textbooks a student is required to purchase as part of their program in preference for open educational resources, or textbooks that are used across multiple courses.

However, some courses may need specific readings to be specified in advance especially where a course is primarily based on that particular resource.

There is a selection of possible textbooks that might be set for the course, including:

Gino Dal Pont, *Lawyers’ Professional Responsibility* (Thomson Reuters*,* 7th ed, 2020) and

Christine Parker and Adrian Evans, *Inside Lawyers' Ethics* (University of Melbourne, 2018)

Copies of any set textbook will be available in the Law Library to ensure equitable access.

Additional readings will be made available to students through the LMS and students will be guided to identify appropriate sources through independent and scaffolded research.