



## UNSW Course Outline

# LAWS1230 Lawyers, Ethics and Justice - 2024

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## General Course Information

**Course Code :** LAWS1230

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**Is a multi-term course? :** No

**Faculty :** Faculty of Law and Justice

**Academic Unit :** School of Law, Society and Criminology

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

*Lawyers, Ethics & Justice* is a compulsory core course in applied legal ethics. It examines the structures, rules and values that enable ethical practice for lawyers. The course explores ethical issues that arise in professional practice and the regulations and standards that govern them. It

considers these issues and principles in light of our personal values, experiences and psychological biases, as well as wider and dynamic professional contexts. These contexts include the history and workings of the legal profession and its rapidly changing circumstances. They also include the diverse and demanding environments in which contemporary lawyers work.

This course treats questions of ethics as found in everyday decisions and behaviour, general as well as those particular to lawyers. However, *Lawyers, Ethics & Justice* addresses, in particular, the responsibilities of lawyers in maintaining the integrity of the justice system. In doing so, students will analyse the roles lawyers do and should play in the justice system, and relate them to the values and routine skills lawyers have, or should have, to ensure effective and just outcomes.

The course is also designed for students to evaluate the conduct of lawyers, the nature of ethical practice, and the pursuit of justice in light of their own identities, values and skills. Students are asked to consider what acting in accordance with their values would mean for their own professional lives.

During the course, students will start to develop the skills they will need to engage in ethical legal practice, including those to: identify and address ethics issues; work with colleagues and other professionals to institute and maintain ethical work practices; recognise and manage the diverse needs and interests of clients; and integrate often competing duties to clients, the workplace, the profession, the judicial system and society. This course combines interactive teaching, group work, and a clinical component in which students work with clients and lawyers at UNSW Law & Justice's Kingsford Legal Centre.

## Main Topics

- Personal values and attributes, ethics and legal professionalism
- Cultural constructions of lawyers, ethics and justice
- History and changing status of the legal profession
- Access to justice
- Legal culture and the workplace
- Questions of morality
- Professional duties and rules
- Lawyers' accountability
- Client duties and skills
- Ethics at the Criminal and Civil Bars

- Negotiation and ADR
- Recognising and resolving ethical problems
- Globalisation of law and legal practice in the region
- Clinical experience at KLC

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate awareness of the principles of legal ethics and their relationships to the role of lawyers and the legal profession in society (PLOs 4, 7 & 11)
CLO2 : Critically analyse the status, purpose and workings of the legal profession in light of its wider and changing context (PLOs 3, 5, 7 & 11)
CLO3 : Demonstrate an understanding of the factors that enable and constrain ethical legal practice, from the cognitive to the cultural, in their different contexts (PLOs 1 & 11)
CLO4 : Explain the relationships between personal values, legal ethics, and professional identity (PLOs 7, 8 & 11)
CLO5 : Engage in a deliberate process of ethical decision-making and reflection in context (PLO 11)
CLO6 : Produce scholarly written and oral work that demonstrates knowledge of the course concepts, critical judgment and reflection on the course themes, and the synthesis of practical and scholarly interdisciplinary research sources (PLOs 5, 6, 8 & 11)
CLO7 : Demonstrate effective oral communication skills by debating course themes and concepts in a scholarly, reflective and respectful manner (PLOs 9, 10 & 11)
CLO8 : Apply legal and ethical principles to hypothetical fact scenarios and other contexts, including within a community legal centre practice (PLOs 5, 8 & 11)
CLO9 : Demonstrate client skills, including interviewing, handling ethical issues and duties and cultural awareness (PLOs 5, 9 & 11)
CLO10 : Work effectively in teams and reflect on how their values and interpersonal styles influence team work (PLOs 10, 11 & 12)
CLO11 : Demonstrate self-management through self-assessment of performance and use of previous feedback received in the course (PLOs 11 & 12)

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate awareness of the principles of legal ethics and their relationships to the role of lawyers and the legal profession in society (PLOs 4, 7 & 11)	<ul style="list-style-type: none"> <li>• Take-Home Examination</li> <li>• Report</li> <li>• Group Presentation</li> <li>• Class Participation</li> </ul>
CLO2 : Critically analyse the status, purpose and workings of the legal profession in light of its wider and changing context (PLOs 3, 5, 7 & 11)	<ul style="list-style-type: none"> <li>• Take-Home Examination</li> <li>• Class Participation</li> </ul>
CLO3 : Demonstrate an understanding of the factors that enable and constrain ethical legal practice, from the cognitive to the cultural, in their different contexts (PLOs 1 & 11)	<ul style="list-style-type: none"> <li>• Report</li> <li>• Take-Home Examination</li> <li>• Class Participation</li> </ul>
CLO4 : Explain the relationships between personal values, legal ethics, and professional identity (PLOs 7, 8 & 11)	<ul style="list-style-type: none"> <li>• Class Participation</li> </ul>
CLO5 : Engage in a deliberate process of ethical decision-making and reflection in context (PLO 11)	<ul style="list-style-type: none"> <li>• Group Presentation</li> <li>• Report</li> <li>• Take-Home Examination</li> <li>• Class Participation</li> </ul>
CLO6 : Produce scholarly written and oral work that demonstrates knowledge of the course concepts, critical judgment and reflection on the course themes, and the synthesis of practical and scholarly interdisciplinary research sources (PLOs 5, 6, 8 & 11)	<ul style="list-style-type: none"> <li>• Report</li> </ul>
CLO7 : Demonstrate effective oral communication skills by debating course themes and concepts in a scholarly, reflective and respectful manner (PLOs 9, 10 & 11)	<ul style="list-style-type: none"> <li>• Group Presentation</li> <li>• Class Participation</li> </ul>
CLO8 : Apply legal and ethical principles to hypothetical fact scenarios and other contexts, including within a community legal centre practice (PLOs 5, 8 & 11)	<ul style="list-style-type: none"> <li>• Take-Home Examination</li> <li>• Report</li> <li>• Class Participation</li> </ul>
CLO9 : Demonstrate client skills, including interviewing, handling ethical issues and duties and cultural awareness (PLOs 5, 9 & 11)	<ul style="list-style-type: none"> <li>• Take-Home Examination</li> <li>• Report</li> <li>• Class Participation</li> </ul>
CLO10 : Work effectively in teams and reflect on how their values and interpersonal styles influence team work (PLOs 10, 11 & 12)	<ul style="list-style-type: none"> <li>• Class Participation</li> </ul>
CLO11 : Demonstrate self-management through self-assessment of performance and use of previous feedback received in the course (PLOs 11 & 12)	<ul style="list-style-type: none"> <li>• Class Participation</li> </ul>

# Learning and Teaching Technologies

Moodle - Learning Management System

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Take-Home Examination Assessment Format: Individual	50%	
Report Assessment Format: Individual	15%	
Group Presentation Assessment Format: Group	20%	
Class Participation Assessment Format: Individual	15%	

### Assessment Details

#### Take-Home Examination

##### Assessment Overview

This assessment requires you to complete a take-home examination.

##### Course Learning Outcomes

- CLO1 : Demonstrate awareness of the principles of legal ethics and their relationships to the role of lawyers and the legal profession in society (PLOs 4, 7 & 11)
- CLO2 : Critically analyse the status, purpose and workings of the legal profession in light of its wider and changing context (PLOs 3, 5, 7 & 11)
- CLO3 : Demonstrate an understanding of the factors that enable and constrain ethical legal practice, from the cognitive to the cultural, in their different contexts (PLOs 1 & 11)
- CLO5 : Engage in a deliberate process of ethical decision-making and reflection in context (PLO 11)
- CLO8 : Apply legal and ethical principles to hypothetical fact scenarios and other contexts, including within a community legal centre practice (PLOs 5, 8 & 11)
- CLO9 : Demonstrate client skills, including interviewing, handling ethical issues and duties and cultural awareness (PLOs 5, 9 & 11)

#### Report

##### Assessment Overview

This assessment requires you to complete a report.

### Course Learning Outcomes

- CLO1 : Demonstrate awareness of the principles of legal ethics and their relationships to the role of lawyers and the legal profession in society (PLOs 4, 7 & 11)
- CLO3 : Demonstrate an understanding of the factors that enable and constrain ethical legal practice, from the cognitive to the cultural, in their different contexts (PLOs 1 & 11)
- CLO5 : Engage in a deliberate process of ethical decision-making and reflection in context (PLO 11)
- CLO6 : Produce scholarly written and oral work that demonstrates knowledge of the course concepts, critical judgment and reflection on the course themes, and the synthesis of practical and scholarly interdisciplinary research sources (PLOs 5, 6, 8 & 11)
- CLO8 : Apply legal and ethical principles to hypothetical fact scenarios and other contexts, including within a community legal centre practice (PLOs 5, 8 & 11)
- CLO9 : Demonstrate client skills, including interviewing, handling ethical issues and duties and cultural awareness (PLOs 5, 9 & 11)

### **Group Presentation**

#### Assessment Overview

This assessment requires you to work collaboratively to deliver a presentation.

### Course Learning Outcomes

- CLO1 : Demonstrate awareness of the principles of legal ethics and their relationships to the role of lawyers and the legal profession in society (PLOs 4, 7 & 11)
- CLO5 : Engage in a deliberate process of ethical decision-making and reflection in context (PLO 11)
- CLO7 : Demonstrate effective oral communication skills by debating course themes and concepts in a scholarly, reflective and respectful manner (PLOs 9, 10 & 11)

### **Class Participation**

#### Assessment Overview

This assessment requires you to prepare for and actively engage in class-based and online activities.

### Course Learning Outcomes

- CLO1 : Demonstrate awareness of the principles of legal ethics and their relationships to the role of lawyers and the legal profession in society (PLOs 4, 7 & 11)
- CLO2 : Critically analyse the status, purpose and workings of the legal profession in light of its wider and changing context (PLOs 3, 5, 7 & 11)
- CLO3 : Demonstrate an understanding of the factors that enable and constrain ethical legal practice, from the cognitive to the cultural, in their different contexts (PLOs 1 & 11)
- CLO4 : Explain the relationships between personal values, legal ethics, and professional identity (PLOs 7, 8 & 11)
- CLO5 : Engage in a deliberate process of ethical decision-making and reflection in context

(PLO 11)

- CLO7 : Demonstrate effective oral communication skills by debating course themes and concepts in a scholarly, reflective and respectful manner (PLOs 9, 10 & 11)
- CLO8 : Apply legal and ethical principles to hypothetical fact scenarios and other contexts, including within a community legal centre practice (PLOs 5, 8 & 11)
- CLO9 : Demonstrate client skills, including interviewing, handling ethical issues and duties and cultural awareness (PLOs 5, 9 & 11)
- CLO10 : Work effectively in teams and reflect on how their values and interpersonal styles influence team work (PLOs 10, 11 & 12)
- CLO11 : Demonstrate self-management through self-assessment of performance and use of previous feedback received in the course (PLOs 11 & 12)

## General Assessment Information

### Grading Basis

Standard

## Course Schedule

### Attendance Requirements

Please see information about attendance requirements in **Law & Justice Assessment Procedure and Student Information** located in the Other Useful Information tab in the Academic Information field.

Please be advised there will be no classes on public holidays. If your class falls on a public holiday, alternative arrangements will be made by the course convenor to make up the missed class.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Casey-Lee Hirst					Yes	Yes

## Other Useful Information

### Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

## **UNSW Law & Justice Assessment Policy**

It is essential that all students undertaking this course read and abide by the [UNSW Law & Justice Assessment Policy & Student Information](#). This document includes information on Class Attendance, Late Work, Word Limits, Marking, Special Consideration, Workload, and Academic Misconduct & Plagiarism. More information can also be found at [Assessment & Exam Information](#).

Information regarding Course Outlines are subject to change and students are advised to check updates. If there is a discrepancy between the information posted here and the handbook or the UNSW Law & Justice website, please contact [Student Services via The Nucleus Hub](#) for advice. UNSW Law & Justice reserves the right to discontinue or vary such courses or staff allocations at any time. If your course is not here, please visit [Handbook](#) for information.

## **Academic Honesty and Plagiarism**

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

# Submission of Assessment Tasks

Before submitting assessment items all students must read and abide by the [UNSW Law & Justice Assessment Policy & Student Information](#).

## Special consideration

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

## Feedback

UNSW Law & Justice appreciates the need for students to have feedback on their progress prior to the last date for withdrawal without failure. All courses will therefore provide feedback to students prior to this date, as well as throughout the course. However, students should note that feedback does not take the form only of formal grades and written comments on written assessments. Rather, formative feedback, which helps students to self-assess, to identify misunderstandings, and to identify areas requiring further work, will occur during class and possibly online. For example, where a teacher asks the class a question, all students should think about how they might answer. Even though not all students will necessarily be able to respond orally, everyone can reflect on their tentative answer in light of the teacher's response and subsequent class discussion. If you are struggling to understand what is being asked in class, or if your tentative answers prove incorrect and subsequent discussion does not clear things up, then you should continue to ask questions (of yourself, your peers or your teacher). Similarly, you can get a sense of your ability in a course through peer feedback during group work, your teacher's responses to your in-class contributions, and your own response to in-class problems and examples (whether or not you are called on to relay your answer to the class) and also your online activities and responses by others to those activities. Students enrolled in this course may check their Moodle course page for details on the specific feedback used in this course.

## Faculty-specific Information

### Additional support for students

- Student support: <https://www.student.unsw.edu.au/support>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>

- Equitable Learning Services: <https://student.unsw.edu.au/els>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au>

## Course improvement

Student feedback is very important to continual course improvement. This is demonstrated within the Faculty of Law & Justice by the implementation of the UNSW online student survey myExperience, which allows students to evaluate their learning experiences in an anonymous way. myExperience survey reports are produced from each survey. They are released to staff after all student assessment results are finalised and released to students. Course convenors will use the feedback to make ongoing improvements to the course. Students enrolled in this course may check their Moodle course page for details on the actions taken in response to evaluation feedback in Student Survey.

## School Contact Information

Please contact [Nucleus Student Hub](#) for all enquiries. The Nucleus acts as a central communications hub for UNSW and will distribute your enquiry to the best person to respond.