

Module code: MOD006406	Version: 2 Date Amended: 04/Mar/2022
-------------------------------	--

1. Module Title
Ethics in Professional Context

2a. Module Leader
Null

2b. School
School of Humanities and Social Sciences at Cambridge Theological Federation

2c. Faculty
Faculty of Arts, Humanities, Education and Social Sciences

3a. Level
7

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	PGDip/MA Faith and Belief in the Global Context; PGDip/MA Christian Spirituality East and West; PGDip/MA Contemporary Ethics; PGDip /MA Chaplaincy and Pastoral Care		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description
This interactive, interdisciplinary module is designed to explore ethical concepts as they form, relate and critique a particular professional context, with a view to helping students develop their own foundations and tools for reasoning about their own professional ethics. Elements such as sources of ethical thinking and moral imagination; central concepts such as equality, common good, human dignity; the value and spirituality of work; the role of ethics in society, all contribute to the theological context in which a particular profession will be approached. Various case studies will be introduced throughout the course in order to address these questions and discuss the possibilities of responsible professional practice. It will draw on key philosophical and religious issues and ideas about being human, discussed in the shared core module 'Human Condition' in relation to professional practice. Each year a different professional context will be considered and it will include: market economy, prison service, healthcare, media and education.
6b. Outline Content
Diverse approaches to moral theory as basis of professional ethics Paternalism vs Autonomy and associated concepts Contemporary approaches to work, occupation and vocation and their meanings and roles in society Impartiality vs. partiality debates in the context of professional practice Moral dilemmas, agreements and disagreements in professional contexts Notions of moral responsibility, justice, equality, discrimination, bias and care, conscience, rights and duties
6c. Key Texts/Literature
The reading list to support this module is available at: https://readinglists.aru.ac.uk/
6d. Specialist Learning Resources
n/a

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	To identify and critically evaluate key issues and themes in contemporary professional and socio-economic systems that contextualise professional ethics
2	Knowledge and Understanding	Understand and discuss critically relevant key concepts, e.g. justice, equality, common good, and their relationship to professional and personal responsibilities
3	Knowledge and Understanding	Articulate a framework of moral, religious and spiritual values and use this to reflect on improvements for professional practice.
4	Intellectual, practical, affective and transferrable skills	Demonstrate a self-reflective approach to problem analysis and problem solving in areas of professional ethics.
5	Intellectual, practical, affective and transferrable skills	Engage, reading and discussing critically with an appropriately identified body of scholarly work, relevant to the context chosen.
6	Intellectual, practical, affective and transferrable skills	Critically evaluate competing scholarly approaches

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	10	1-4	Lectures will be delivered within a block of 3 study days. (No Timetabling or Rooming implications as take place at CTF)
Other teacher managed learning	15	1-6	Seminars, discussions and other activities such as group work will be interspersed with lectures during the 3 study days. Activities such as guided reading in advance will form preparation before and after the study days themselves, including supporting completion of the assignment. (no Timetabling or Rooming implications as take place at CTF).
Student managed learning	275	1-6	Literature searches, reading, journaling, drafting assignments, preparing material for class discussion
TOTAL:	300		

9. Assessment for the above Module Occurrence					
The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-6	100 (%)	Fine Grade	40 (%)
6000 words Students will be expected to demonstrate all the learning outcomes in relation to their own research topic. Further guidance will be available in the Module Guide					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above**
- (b) pass any pass/fail elements**

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]