

Two strategies for implementing outcome-based learning

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Two parts to this presentation

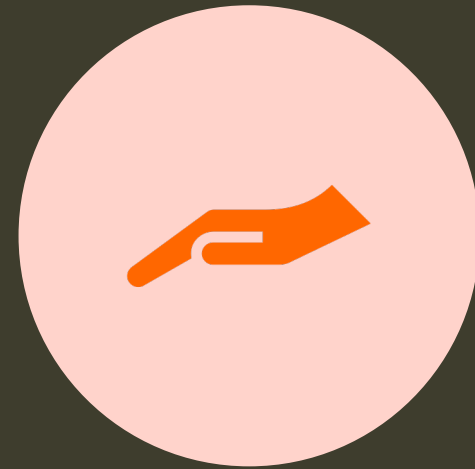
- The importance of adopting a standardised assessment and feedback system
- The conundrum of finding the space in an already packed curriculum to bridge the gap between legal theory and practice
- No full stops!

Part 1

The importance of adopting a standardised assessment and feedback system



There is an academic aspect to this presentation



There is a 'hands on' demonstration aspect

The academic bit.....

References provided at the end of this section



Where to start when developing a good system of assessment and feedback?

Programme design

The **learner-centred approach** acknowledges that students are individuals, and empowers them to shape their education through choices (Doll, 1989; Cullen, 2012)options at all levels allows students to create their own relevant curriculum, which should enhance independent learning, motivate students and positively affect grades (Bovill, 2011)

Focus on programme-level learning outcomes that students can identify throughout their assessments (Nash and Winstone, 2016) (students tend to compartmentalise knowledge)

Be mindful of how students learn

- Constructivism: students as active learners constructing their own knowledge, as opposed to empty passive vessels to be filled: rote learning (Piaget, 1968)
- Problem-based learning (Engel, 1997; Savin 2020)
- The ‘flipped classroom’– introduce tasks in class, including in lectures (e.g. brain teasers) (Crouch and Mazur, 2004)
- IT – in-class electronic voting systems (EVS) /apps - pedagogical benefits: student engagement, opinion, and feedback (Boyle, 2003; Cutler, 2015) - good for brain teasers
- Scaffolding: group work - a ‘more knowledgeable other’ can help less able students construct a higher level of understanding than would be attained independently (Vygotsky - see Kurt, 2022)
- Critical thinking (Leopold, 2014) - facilitate classroom debates. This requires students to employ different skills, like thinking on the spot

Designing outcome based learning

- Identify the **general learning outcomes for law** – most universities have general learning domains /categories....adapt these for law and align to subject based national quality assurance requirements
- Outcomes based learning requires constructive alignment: tutors to ensure that learning activities and assessment are aligned to the general learning outcomes (Biggs and Tang 2007)
- Teaching and learning should allow students to construct the knowledge required to achieve the learning outcomes

Devise a school / department assessment and feedback system ...

Students need to see that the learning outcomes cut across modules and are assessed across the programme



Adopt best practice/principles of good assessment and feedback (Race, 2001; Macfarlane-Dick and Nicol, 2006)

REAP – 7 principles of good assessment and feedback

- Clarification of what good performance is (goals, criteria, standards)
- Facilitate the development of self-assessment and reflection in learning
- Delivery of high quality information to students about their learning (inc. feedback)
- Encourage interaction and dialogue around learning (peer and teacher-student)
- Encourage positive motivational beliefs and self-esteem
- Opportunities to act on feedback (to close any gap between current and desired performance)
- Provides information to teachers that can be used to help shape their teaching

Setting assessments

- Biggs and Tang – achieve constructive alignment...
- Assessments (formative and summative) should be created that directly relate to the learning outcomes
- If we tell students that we want them to achieve (learning outcomes) and then assess them against different assessment criteria they will feel cheated and will become “cynical surface learners”
- To achieve constructive alignment the link between general learning outcomes and assessment criteria must be made clear to students ..
- Principle 1 above ...clarification of what good performance is re: goals, criteria, standards.....

Clarify goals – the learning outcomes for law

Clarify assessment criteria – this requires some standardisation otherwise students will not recognise the common learning outcomes across modules

...SO....

No individual tutor assessment criteria templates – instead devise general assessment proformas/templates using same terminology but can be adapted by tutors for individual assessments...different templates for different types of assessments:

- Problem-solving
- Research/essay
- Presentations
- Multiple-choice

Clarify good performance – grading rubric for grade bands - for each level of study - align to wording in the criteria template - tutors can adapt for individual assessments

Giving assessment feedback

Assessment and feedback 'literacy' = students as proactive learners who recognise the role of feedback in their improvement, and who actively seek out and engage with feedback (Boud and Carless, 2018)

Explains to students what feedback is! (see Race)

Wiggins (1997) – feedback must be:

- Timely
- Specific
- Understandable
- Allow the student to act on the feedback- (feed-forward) - help them recognise gaps in their learning and use that data to move forward with the intent of closing the gaps (refine, revise, practice and retry)
- Provide feedback template grading student against the criteria (F, S, G , Vg, Ex , EC)

Understandable feedback? Beaumont et al (2008)

176 students surveyed - only 65% understood the feedback they received



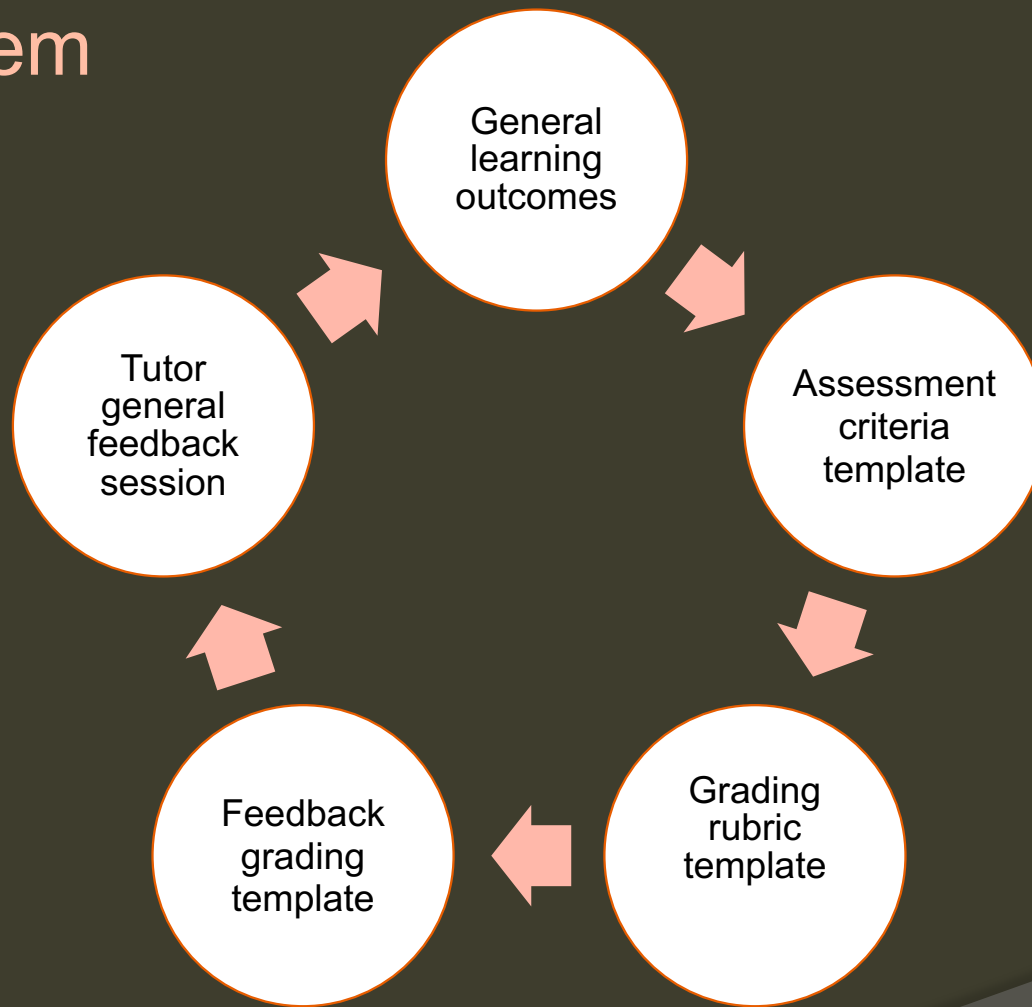
Develop a feedback toolkit: including a student guide/workshops
(Winstone and Nash, 2016)

The student guide can include:

- All the templates to familiarise students with the system
- Explanations of what feedback is
- Explanations of common tutor feedback comments

Additionally.....create a **Tutor Handbook** explaining the system.... including the templates and 'how to do' sections, tips on giving feedback etc....provide examples of good feedback

The system



The 'hands on' demonstration part....

Template for problem-solving questions (a scenario/series of events).

Assessment domains (criteria)

Max % – this is a guide only; tutor decides

Knowledge and understanding of content. Demonstrate knowledge and understanding of the law and issues relating to the topic area, including applicable theories; concepts; values; principles; debates; scholarly opinion; and legal rules, including cases, legislation and regulations. Explanations provided need to be: <ul style="list-style-type: none">○ Complete, without omissions.○ Comprehensive and in sufficient detail; not too brief and superficial.○ Clear as opposed to confused or vague.○ Legally accurate as opposed to inaccurate.○ Relevant to the question without irrelevant discussion. Be selective, do not just write everything you know about the area of law.○ In relation to cases, refer only to those cases that are potentially relevant to the facts of the question. Discuss case law development where expected. Provide case facts if they illustrate the legal point.○ Conscious of any legal uncertainty, ambiguity and debatable law.	60
Use of research informed evidence. Demonstrate selection and use of appropriate research sources.	5
Evaluation and analysis. Demonstrate analysis, application and evaluation regarding the topic area, issues and law: <ul style="list-style-type: none">○ Analysis: identify and discuss the relevant issues. Do not repeat all the facts of the question in an answer, but do identify which specific part of the facts you are about to discuss. Demonstrate reflective /critical analysis where relevant.○ Application of knowledge and understanding to the specific question: apply relevant law/cases to the facts of the question. Compare and contrast cases to the facts of the question where appropriate.○ Evaluation of the issues and law to arrive at reasoned conclusions regarding the facts of the question. Do not repeat all the facts of the question, but do refer to any facts that provide evidence of conclusions reached.	15
Communication, organisation and presentation. Demonstrate appropriate communication, organisation and presentation skills. This includes structure, style and use of written English: <ul style="list-style-type: none">○ Structure: arguments are developed and presented in a coherent and logical way, avoiding unnecessary repetition.○ Style: reported speech avoiding colloquial and informal language.○ Written English: appropriate syntax, paragraphing, vocabulary, grammar, spelling.○ Consistent font and font size throughout.	10
Referencing and coverage. Demonstrate appropriate referencing/footnotes: use the OSCOLA system.	5
Graduate employability and application of skills. Demonstrate graduate employability skills and their application.	5

Assessment Criteria Template – (problem solving assessments)

Tutor can customise but not change the terminology

Tutor can remove outcomes not being assessed

Break down the outcomes/criteria into explanations

Provide with summative assessment – but students refer also for their formative assessment

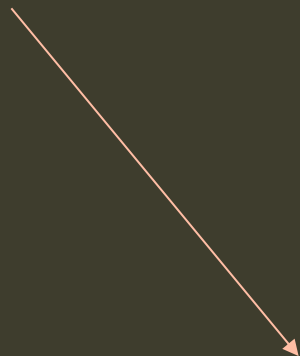
Template for oral presentations

Assessment domains (criteria)

Max % – guide only: tutor decides

Assessment domains (criteria)	Max % – guide only: tutor decides
Knowledge and understanding of content. Demonstrate knowledge and understanding of the law and issues relating to the topic area, including applicable theories; concepts; values; principles; debates; scholarly opinion; and legal rules, including cases, legislation and regulations. Explanations provided need to be: <ul style="list-style-type: none">o Complete, without omissions.o Comprehensive and in sufficient detail; not too brief and superficial.o Clear as opposed to confused or vague.o Legally accurate as opposed to inaccurate.o Relevant to the topic matter/question without irrelevant discussion. Be selective, do not just write everything you know about the area of law.o In relation to cases, refer only to those cases that are potentially relevant to the topic matter/question posed. Discuss case law development where expected. Provide case facts if they illustrate the legal point.o Conscious of any legal uncertainty, ambiguity and debatable law.	50
Use of research informed evidence. Demonstrate selection and use of appropriate research sources.	5
Evaluation and analysis Demonstrate analysis, application and evaluation regarding the topic area, issues and law: <ul style="list-style-type: none">o Analysis: identify and discuss the relevant issues.o Application of knowledge and understanding to the specific question: apply content that directly addresses the question/issues posed.o Demonstrate reflective /critical analysis where relevant.o Evaluation of the issues, law and content to arrive at a reasoned conclusion on the question/matter posed.	5
Communication, organisation and presentation. Demonstrate appropriate communication, organisation and presentation skills. This includes structure, style and use of written /oral English. <ul style="list-style-type: none">o Structure: arguments are developed and presented in a coherent and logical way, avoiding unnecessary repetition.o Style: appropriate to the presentation, including the visual impact of relevant slides (e.g., PowerPoint) in terms of images and words, with appropriate font size and spacing on slides.o Written English (where relevant, e.g.: PowerPoint slide or skeleton argument): appropriate syntax, paragraphing, vocabulary, grammar, spelling.o Spoken English: appropriate syntax and vocabulary.o Spoken delivery:<ul style="list-style-type: none">- Clarity of voice.- Speed of delivery.- Projection of voice.- Eye contact.- Audience engagement.- Use of bullet point notes, rather than verbatim reading from scripted notes.- Quick thinking and sharp responses to questions.	30
Referencing and coverage Demonstrate appropriate referencing/footnotes: use the OSCOLA system.	
Graduate employability and application of skills. Demonstrate graduate employability skills and application, including where relevant; collaboration and teamwork (if a group presentation) including: <ul style="list-style-type: none">o Suitable division of tasks.o Consideration of team-member opinions.o Fair input into the presentation.	5

Assessment Criteria Template for Presentations



**Level 5
Assessment Rubric Grading Grid**

The assessment domain criteria that need to be demonstrated are listed in the rows in the column below. These reflect the criteria in the assessment domain criteria grid that accompanied the assessment question.

The columns extending across the page identify how these criteria are demonstrated at each grade band.

0-29

30-39

Fail

Fail

Knowledge and understanding of content.

Expected: Developed appreciation of legal and other relevant terminology. Wider knowledge and understanding of applicable theories; concepts; values; principles; and legal rules, including cases and case law development, legislation and regulations. Understanding of legal uncertainty, legal debate and how the law evolves, adapts and develops.

Very little knowledge and understanding of terminology and of applicable theories; concepts; values; principles; and legal rules, including cases, legislation and regulations. Substantial issues with many of the following: brevity/ omissions/vagueness, inaccuracy/irrelevancy. No or little awareness of legal uncertainty/debatable issues. Very little understanding of the development of law.

Unsatisfactory knowledge and understanding of terminology and of applicable theories; concepts; values; principles; and legal rules, including cases and case law development, legislation and regulations. Substantial issues with some of the following: brevity/ omissions/ vagueness, inaccuracy/irrelevancy. Little awareness of legal uncertainty/debatable issues. Unsatisfactory understanding of the development of law.

Use of informed evidence (research sources)

Expected: Developed knowledge and skills in the main methods of enquiry in the subject area and independent sourcing of information from general and legal databases, legislation, cases and scholarly articles. Use of qualitative and quantitative data and developed ability to prioritise sources of research and to analyse and interpret information.

No or little evidence of research, including of relevant legal databases and primary and secondary sources. Most key sources; not employed, including cases and legislation. Little evidence of ability to prioritise sources and to analyse information and data.

Unsatisfactory research, including of relevant legal databases and primary and secondary sources. Many key sources; not employed, including cases and legislation. Limited evidence of ability to prioritise sources and to analyse information and data.

Very Good

Broad and sound knowledge and understanding of terminology and of applicable theories; concepts; values; principles; and legal rules, including cases and case law development, legislation and regulations. Some issues with a couple of the following: brevity/ omissions/ vagueness/inaccuracy/ irrelevancy. Sound awareness of legal uncertainty/debatable and contentious issues. Broad and sound understanding of the development of law.

Excellent

Comprehensive knowledge and understanding of terminology and of applicable theories; concepts; values; principles; and legal rules, including cases and case law development, legislation and regulations. Ability to recognise intricate points and to focus argument. Only minor and isolated issues with one or a couple of the following: brevity/ omissions/ vagueness/inaccuracy/irrelevancy. Obvious appreciation of legal uncertainty and debatable and contentious issues, scholarly or otherwise. Comprehensive understanding of the development of law.

Exceptional

Advanced knowledge and understanding of terminology and of applicable theories; concepts; values; principles; and legal rules, including cases and case law development, legislation and regulations.. Ability to recognise intricate points and to focus argument specifically, concisely and exactly. Only negligible, insignificant and isolated issues with one or a couple of the following: brevity/ omissions/ vagueness/inaccuracy/irrelevancy. Perceptive appreciation of legal uncertainty and debatable and contentious issues, scholarly or otherwise. Advanced understanding of the development of law

Feedback Grid – uploaded to Turnitin

	See key
Demonstrate knowledge and understanding of content.	
Demonstrate use of research informed evidence (sources).	
Demonstrate, evaluation analysis and application of the issues and law.	
Demonstrate communication, organisation and presentation skills.	
Demonstrate referencing skills and coverage.	
Demonstrate graduate employability skills and application.	
<p>Grade %</p> <p>What you did well in this assessment:</p> <p>What you could improve in this assessment:</p> <p>What you can take forward to your next assessment:</p> <p>Marker:</p> <p>Moderator where relevant:</p>	

Key			
EXC	Exceptional(80-100) 1st	G	Good (50-59) 2:2
EX	Excellent (70-79) 1st	S	Satisfactory (40-49) 3rd
VG	Very good (60-69) 2:1	F	Failure (30-39) F
		F	Failure (0-29) F

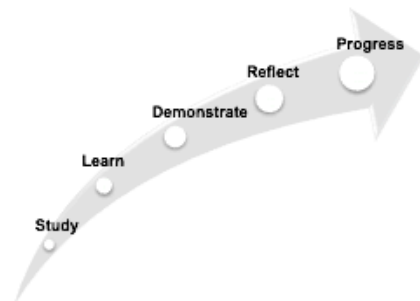
Demonstrate knowledge and understanding of content.	EX
Demonstrate use of research informed evidence (sources).	EX
Demonstrate, evaluation analysis and application of the issues and law.	VG
Demonstrate communication, organisation and presentation skills.	G
Demonstrate referencing skills and coverage.	VG
Demonstrate graduate employability skills and application.	VG
<div data-bbox="112 514 164 564" style="border: 1px solid black; padding: 2px; display: inline-block;">+</div> Grade % What you did well in this assessment: <p><i>Impressive knowledge of the case of Brown v Jones.</i></p> What you could improve in this assessment: <p><i>A very good answer, which would have been a first-class answer if you had applied the law throughout – see comments on script.</i></p> <p><i>Structure was a bit illogical at times.</i></p> What you can take forward to your next assessment: <p><i>Understanding of the law is great, well done!</i></p> <p>Marker: <i>Ivor Hedake</i></p> <p>Moderator where relevant: <i>Sodo I</i></p>	68%

- You can also provide **corrective exercises** for students
- I embedded a **feedback reflection component** into my assessment regime – 10%
 - Students marked a short fictitious answer and explained how assessment criteria were met/not met
 - They reflected on their CW1 feedback and were required to identify criteria they had/had not met before their grade was released
 - CW 2 – upon submission they were also required to produce evidence how they met the criteria and how they used feedback from CW1
 - Also feedback reflection before the exam

The Student Guide



Assessment and feedback guide for undergraduate law degree students



1. Moodle and module handbooks
2. Assessment preparation
3. Submitting coursework
4. Extenuating circumstances
5. Assessment feedback
6. Results and retake assessment

School of Law and Criminology



<u>Content and sections</u>	<u>Page/s</u>
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General learning domains for law	7-10
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Assessment rubric grading grids	12-14
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Referencing and plagiarism	17-19
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Feedback on the Student Guide

“I really like the guide- it softens the jump from level 3 to level 4. It was great in setting out the skills that students will be acquiring and familiarises students with new terminology. It makes the transition to a heavier independent learning environment less daunting”

“The detailed breakdown of the learning outcomes was effective in clearly outlining to students what is expected from them. The use of the cartoons in the guide to support the information was cool, it makes the guide fun and user friendly whilst being informative. Whist the examples provided are great for students to refer back to during the process of writing out their assignments for the first time”

“The cartoon strip visuals are really efficient in catching the attention. The 'breaking down' of the learning outcomes into verbs, objectives and specific objectives is really helpful.”



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Part 2

The background of the slide is a network diagram consisting of numerous nodes of varying sizes and colors (white, light purple, and dark purple) connected by thin white lines. The background has a vertical gradient from orange at the top to dark purple at the bottom. On the right side, there is a dark grey curved shape that serves as a backdrop for the text. A small green circular object is visible in the upper right, and a green triangular object is in the lower right.

‘Bridging the Gap’

The conundrum of finding the space in an already packed curriculum to bridge the gap between legal theory and practice

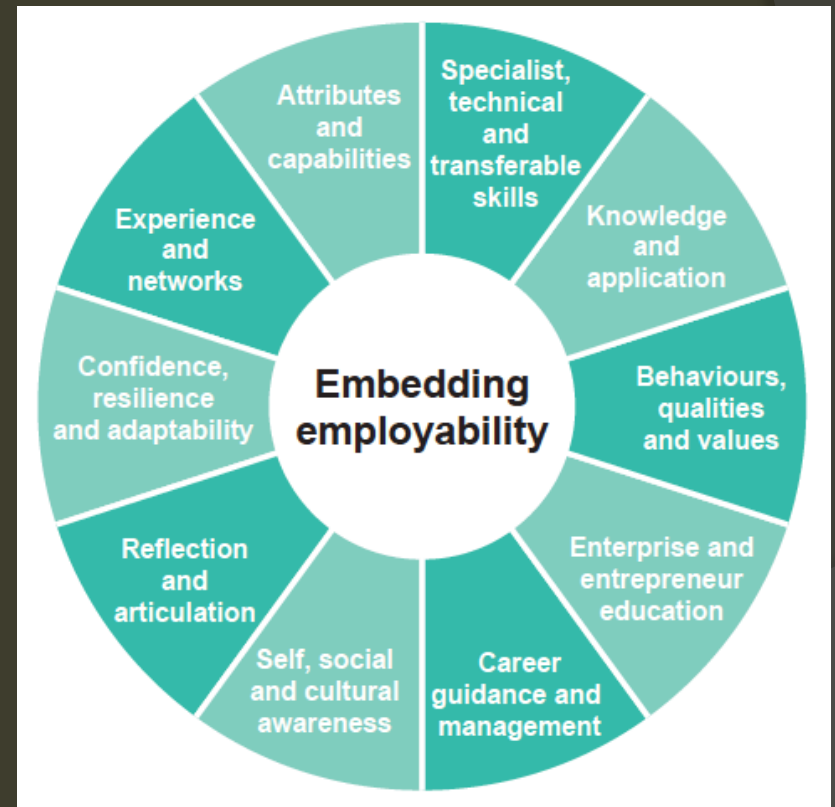
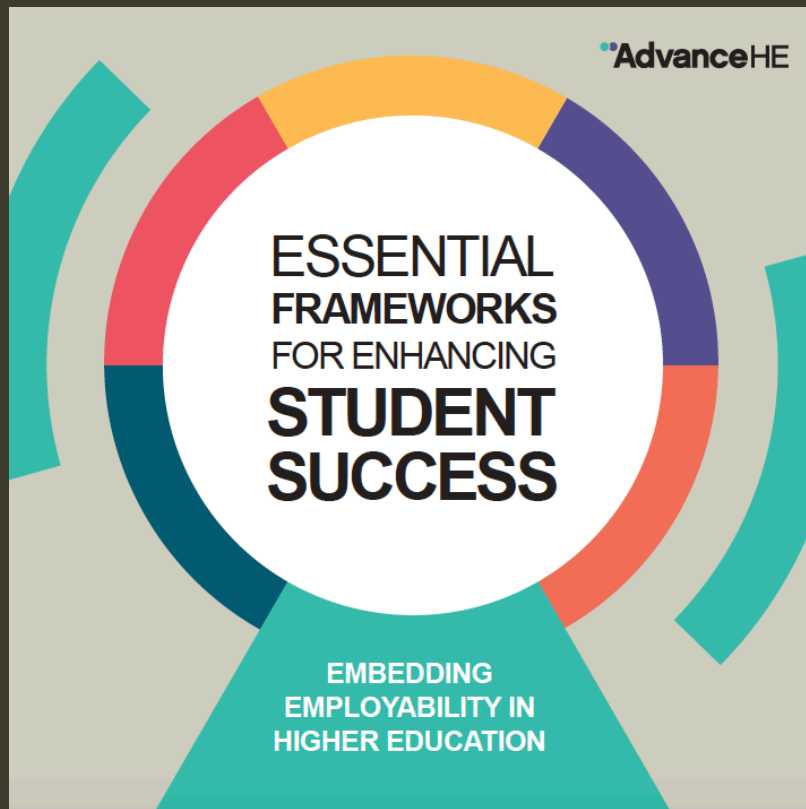
The Graduate Skills Gap:

The lack of higher-order thinking skills and personal attributes employees need to succeed in a work environment

(Elliot, 2011)

Advance HE

10 areas of focus integral to embedding employability



<https://www.advance-he.ac.uk/>

Images from Advance HE

- I lead the UoG School of LAC employability programme
- Law Advisory Forum
- Embed employability in curriculum as far as possible....

- Outside of the curriculum?
- I strive to develop work-based opportunities which prepare our students for the world of work and life
- My view is that opportunities should address:
 - The graduate skills gap
 - Diversity – intersectionality: disadvantage experienced on several levels (Crenshaw, 1989)

Case Study

Law Employment Mentoring Programme

I was mindful of the university's commitment to building partnerships and providing mentoring opportunities

(McCowan 1999) studied career mentoring schemes and found they:

- Encourage the mentee to think and operate in a more effective and advanced state
- Develop skills
- Increase awareness of the value of career exploration

I decided to focus on mentoring **collaborations with legal organisations** as a vehicle for showcasing our diverse cohort of law students and developing their practical employability skills

Created the Law Employment Mentoring Programme..... Aims are to:

- Encourage diversity within the law and other employment sectors
- Develop subject based mentor schemes to develop corresponding work-place skills
- Compliment the academic curriculum with practical skills, bridging the gap between legal theory and practice – using academic knowledge in practice
- Develop work-place specific and transferable skills
- Help students formulate a career plan and CV development
- Foster a sense of belonging and community
- Networking
- Develop professionalism
- Empower students with self-confidence – addressing imposter syndrome
- Inspire students to achieve career goals (mentors reflect student diversity)
- Maintain links with Greenwich law alumni; providing UoG graduates with mentor roles, which can enhance their own CPD and career progression

Criminal Law and Practice Mentor Scheme

In partnership with the Crown Prosecution Service



CRIMINAL
LAW AND PRACTICE MENTOR SCHEME

UNIVERSITY OF GREENWICH/CPS PARTNERSHIP

2016 - F-F Mentor Scheme with the Crown Prosecution Service (CPS)

I developed and led this scheme for 5 years

During lockdown I was keen to deliver it virtually

Decided to use **Microsoft Teams** and create an online group mentor **scheme**, bringing mentors and mentees together in the same online session

Working with my CPS partner, we selected **15 student mentees** and **12 lawyer mentors** to represent the diversity of Greenwich students and the CPS

We trained mentors to use the 'facilitative' style model, which is "supportive, eliciting and exploring" and adopt the Pareto Principle: 20% talking and 80% listening (**Rolfe, 2022**)

Organisation



CRIMINAL

LAW AND PRACTICE MENTOR SCHEME

UNIVERSITY OF GREENWICH/CPS PARTNERSHIP

- Lead mentor/ lead CPS
- Meetings
- Matching mentors to mentees
- Email exchange
- Encourage f-f first meeting
- Most is online – people are busy!

Online Format



CRIMINAL

LAW AND PRACTICE MENTOR SCHEME

UNIVERSITY OF GREENWICH/CPS PARTNERSHIP

- 5 - 6 sessions online across several months
- Time and duration – 60-90 mins sessions – 5.30 pm
- Inclusive (commuting students, carers, etc)
- Great attendance

Online sessions - content



- Group aspects – mentees get benefit of learning from all mentors
- General information on CPS
- CV session
- At least 3 task based sessions – law in practice
 - Bail application
 - Submissions to judge
 - Form filling
 - Domestic abuse – advice on offences
- Breakout rooms and group performance
- One f-f – court shadowing

It soon became obvious that this model was successful; there were minimal cancellations and it was clear that mentees were developing skills

Year 2

21 mentors (including KC)

28 mentees

Selection – diversity plus interest in the Criminal Justice System

Feedback from student mentees

Skills and knowledge developed

Throughout the scheme, I developed various skills and knowledge related to criminal law, including an understanding of the criminal trial process, how to analyse evidence, and how to make a persuasive argument in court. I also gained insights into the ethical and practical challenges faced by prosecutors.

Applying the criminal law in practice

During my shadowing experience in court, I saw how the legal principles and concepts I learned about in criminal law are applied in real-world situations. By drawing on my knowledge of criminal law, I understood the legal arguments presented, how the evidence was examined, and how witnesses were questioned.

Inspiration/confidence

I was inspired by my mentor and the scheme. My mentor was very knowledgeable and passionate about his work, which motivated me to work harder and strive for excellence in my own work.

My confidence has rocketed!

The tasks and court visit

The task-based exercises were helpful in consolidating my learning and developing my skills. I really enjoyed shadowing my mentor in court, as it provided me with a unique opportunity to observe the criminal justice system in action and learn from an experienced professional.

The online format

This allowed me to participate in the scheme remotely and at a time that was convenient for me. The online meetings and training sessions were well-organised and interactive, and I felt that I was able to engage fully with the content.

Benefits to others

To CPS:

- Identifying strong candidates
- Community involvement
- Encouraging diversity

To mentors:

- Giving back (especially if alumni!)
- Personal satisfaction
- Career progression

More schemes!....setting them up...

- Law firms - best to find a lawyer rather than HR /diversity/outreach
- Can take a lot of meetings to secure
- Important – the level of responsibility is set out and emphasis that it is online and structured
- Feedback on tasks is given in the session
- No email contact outside – other than at mentor's discretion



COMPETITION LAW

LAW AND PRACTICE MENTOR SCHEME

NORTON ROSE FULBRIGHT/DISNEY

UNIVERSITY OF GREENWICH LAW

- Disney and Norton-Rose Fulbright lawyers
- 8 students
- Online
- 3 tasks including one in-person

Mentee Feedback:



COMPETITION LAW

LAW AND PRACTICE MENTOR SCHEME

NORTON ROSE FULBRIGHT/DISNEY

UNIVERSITY OF GREENWICH LAW

“The standout experience of the scheme was the last session, where we had to prepare a presentation on the individual and collective implications sustainability brings when considering competition law exemptions under Article 101(3) TFEU”

“This was an incredible opportunity to apply my knowledge and skills acquired throughout the scheme”

Commercial Law and Practice Mentor Scheme

Womble Bond Dickinson LLP



COMMERCIAL

LAW AND PRACTICE MENTOR SCHEME

UNIVERSITY OF GREENWICH LAW

- 5 sessions
- 11 mentors in different 'seats'
- 15 mentees

Task 1

ESG task (environmental, social and governance strategy)

Fictitious energy generating and services provider committed to implementing a robust environmental, social and governance strategy

Advice on meaningful and industry appropriate steps to set and achieve their ESG goals

Task 2

'Heads of Terms' tasks, including proof-reading for mistakes

Feedback

- Insights and tips for practicing in the world of commercial law
- Tasks challenged me to use all the skills and collected knowledge I have gathered across my professional and academic career
- Encouraged me to read widely and become more commercially aware
- Received feedback that was practical and beneficial to my professional development

Mentor Celebration and Award Evening

Certificate of Completion

This acknowledges that

Has successfully completed the University of Greenwich and Crown Prosecution Service

Criminal Law and Practice Mentor Programme



Certified by Carol Withey
Principal Lecturer: Criminal Law
University of Greenwich
Coordinator

Certified by Mike Mallon
District Crown Prosecutor
CPS Coordinator



21 March 2023

Certificate of Completion

This acknowledges that

Has successfully completed the University of Greenwich and Womble Bond Dickinson LLP

Commercial Law and Practice Mentor Programme



Certified by Jerome Chan
Senior Lecturer: Commercial Law
University of Greenwich
Coordinator

Certified by Sir
WBD Co



21 March 2023

Certificate of Completion

This acknowledges that

Has successfully completed the University of Greenwich

Competition Law and Practice Mentor Programme



Certified by Renginee Pillay

Senior Lecturer in Law
University of Greenwich
Coordinator

21 March 2023



Other schemes being developed for the Law Employment Mentor Programme

Family law practice (divorce law scheme) for family law students

Metropolitan Police (London)

Bibliography

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