



Outduction Case Study

Title	Innovation in PDP for Law – The Quest
Author	Nicola Rees
Intended learning outcome	To deliver a scheme of extra-curricular activities that address the Faculty PDP aspirations which allow students to take responsibility for managing their learning and professional development during their programme of study
Problem statement (what did case study seek to address?)	Law students must show that there is more to them than their degree in order to succeed in a difficult employment market place. Getting students to address the need for PDP, employability skills and study skills alongside their studies has always been a problem. This scheme hopes to address this.
Context	The scheme is placed within the Law School, open to all law students. It is based on a scheme that I observed at Stetson Law School, Florida and works on a similar basis to the Duke of Edinburgh Awards.
Activity	The scheme asks students to sign up by a deadline in the first semester, providing a photograph. A file for each student is created. A list of activities is published to students that encompasses employability tasks, study skills tasks, team working and individual tasks. These are based in the legal environment, both within and outside of the University. Students are also free to suggest their own activities. Each activity is awarded a number of points with students expected to achieve 20 points in each academic year. Alongside the activity undertaken, students keep a reflective journal for their own use, to record the skills they have used, which need developing, which they are good at, and the journals are used as a tracking and checking mechanism for the scheme. In the first year of the scheme, students are expected to undertake observation, exploration and description-based tasks. In the second year, evaluative, analytical or research based tasks. In the final year, the tasks should have critical analysis as their basis. The scheme is run by a Student Liaison staff member, who sends a monthly e-mail to all participants to check and encourage. Students will report back to this person with details of their activities. Journals are signed off by a person in authority at the location of the task. For example, in year one, a student may take an IT law based challenge which is signed off by the LRC staff. In the second year, they may take the advanced version of a research IT exercise and in the final year, may develop a new exercise or offer some critical evaluation of the skills

	<p>development aspect of the IT challenges. Activities are too numerous to mention but we have had students in work experience, observing the courts, working with the police, undertaking additional study skills courses, working on their cv with careers advisors and many more. In the second year, students are taking appropriate adult training, working as community police officers, acting as mentors that deliver study skills sessions and so on.</p> <p>Student mentors can also gain points on the scheme which is an incentive as we do not pay our mentors.</p>
Issues	<p>On the plus side, the scheme is almost entirely free of cost to the Faculty. Students must arrange and undertake their activities themselves. The monitoring is relatively easy to arrange. The expected take up was exceeded. We had 70 students on the scheme in its first year, almost all have completed and are going on to the second year. We did think about only offering to the first year and thereby exclude those students currently in their second year/final year of study, but by taking a Duke of Edinburgh approach, we can offer a one year award, two year or three year. Certificates will be issued at graduation.</p> <p>Journals, as would be expected, are sometimes a problem but we held an 'end of term' event for participating students at which we could help and advise on journal completion. The main issue that we foresee is keeping the scheme alive with new suggestions of activities and publicity of the value of the scheme. We have already asked those currently on the scheme to act as ambassadors to the rest of the law students.</p> <p>Getting students to see how they have developed, improved or learned new skills is key to the scheme. One to one time with each student is not effective, but using other contact points in the Faculty helps with this. For example, careers have been invaluable in helping students articulate the relevant legal skills that they will have acquired for their cv.</p> <p>The original scheme that I saw in Florida required students to undertake activities without which they could not graduate – mainly work in the community. Our scheme is voluntary and therefore requires the enthusiasm and energy of both students and staff.</p>
Hot tips/key points for effective practice	<p>Keep the scheme alive – regular contact with a named member of staff is vital.</p> <p>Use existing students to promote the scheme – one task that could be undertaken on the scheme would be a Quest newspaper for example.</p> <p>Encourage students to make their own suggestions for tasks – it helps the students take ownership of the scheme</p> <p>Use resources available – careers officers, LRC staff, study skills centres – all have good creative ideas for tasks</p> <p>Check journals – run spot checks on tasks claimed by i.e. phoning</p>

	<p>the employer</p> <p>Hold an event at which participating students can give feedback and put forward new ideas.</p> <p>Get colleagues to mention the scheme throughout the year and ask careers to give feedback on cv development – this encourages the students to continue as they can see a positive outcome.</p> <p>Giving the appropriate number of Quest points to any activity suggested by the students – too many and they will not undertake enough extra-curricular activity to be beneficial, too little and they feel it is too difficult to complete the required points.</p>
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