



Outduction Case Study

Title	Report on the Kingston University Law School Quest scheme
Author	Will Berryman
Intended learning outcome	The scheme is intended to engage students in extra - curricular activities throughout their time at Kingston. It is intended that they learn a number of employability skills, they learn more about the legal world and different careers that they may go in to, they develop social skills and the ability to reflect on what they have done and how the activity has developed their academic / social abilities.
Problem statement (what did case study seek to address?)	The case study aims to address the success of the implementation of The Quest scheme and to consider how it has developed in the second year of the programme running.
Context	The Quest is open to all straight law students and half field students. The 'Gold' Quest award is evidence that the student has participated and completed the required points for each of their three years of study, the 'Silver' Quest is evidence of two years participation. The emphasise of the scheme is put on the students to participate and show resourcefulness in completing the required points for each year.
Activity	<p>There are a wide range of activities that the students can do to earn points, these involve participation in academic and social activities and the student must then reflect on the activity.</p> <p>The second year of the Quest has seen some changes as it was felt small improvements could be made. The points required for for a complete Quest year has changed from 20 points to 100 points, activities done last year can equate to the new points simply by multiplying them by 5. The reason for this was that it was felt we could further differentiate between the effort and use of the activity carried out and also we could then give sliding scales (ie 20-30 points) with more points being earned for a better reflective account.</p> <p>A further change that was made was the introduction of the Silver Quest, this will simply be a two year version of the Quest as oppose to the full three, this is open to level five students who did not participate in the first year.</p> <p>Student X participated in the following activities:- Legal tour of London, In-House Moot competition, Quest party and questionnaire, clerking for mootng, CV update with employability co-ordinator, course representative, attended a talk by a barrister,</p>

	<p>work experience shadowing a judge, 80% + tutorial attendance – this student gained 31 points, going above and beyond the required 20 (now 155 under the new points scheme)</p> <p>Student Y participated in the following activities:- Work experience with a solicitor firm, CV appointment with employability co-ordinator, a week's work experience with a barrister, Westlaw training, Quest party and questionnaire, interview with a Policeman. This student gained 33 points (now 165 under the new points scheme)</p>
Issues	<p>The first issue is engaging the students to take hold of their Quest and to get going with activities. Many register but then do very little to ensure they get the points required for the year. Further to this many do carry out activities and do not realise that they would attract Quest points.</p> <p>A further issue is providing evidence that the activity was undertaken. At first it was proposed that they should get a signature and contact details so that we could carry out random checks. This proved very hard in practice (ie court visits) to get an identifiable person to sign-off such activities. The emphasis is now on the students to obtain proof, if it is not possible to get a signature then their reflective account should establish that they undertook the activity.</p>
Hot tips/key points for effective practice	<p>I would propose to have a Quest folder in place for the start of next year with more details about the Quest. This should be easily accessible to Quest students. The folder would have the initial information about what the Quest is and some examples of activities that students can do. The folder could also contain some student testimonials on their previous year's experience together with some employer's thoughts on how the scheme would impress them and how useful it is for the students to undertake and complete.</p> <p>I would also propose to work out a schedule of events for the start of next year so that we have more things in place than we do already. It would be good to say for example, in week X we have set up Police interviews for Wednesday, please make an appointment, in week Y we will do the legal tour of London, in week Z we have the mooting competition. I feel it would be beneficial to show them how it can be achieved and how activities can be fitted around studies.</p>