About *Reflections*

Reflections is published once a semester by the **Centre for Educational Development** and provides a forum for discussing learning and teaching initiatives in Queen's. We aim to balance articles from the various support units within Queen's with contributions from academic staff and guest writers.

We lead this time with an article by Professor Phil Race, Independent Higher Education Consultant, on "Bringing Lectures to Life", based on the very well received workshop that Phil gave at Queen's in February. We also have a summary of an interactive session on "Engaging 1st Year Students with Employability", presented at Queen's in April by Anne Tierney and Eric Yao from Glasgow University, and involving staff from CES at Queen's, reporting on their work in this area. Staff from the e-Affect project team, which is based in CED, also report on a highly successful national event to highlight innovations in assessment and feedback that they organised and contributed to at Queen's in March.

Two articles provide case studies on new ways to engage students: an article on a Teaching Award winning interdisciplinary project highlights how students' skills can be developed by staff from three professional areas, Law, Medicine and Social Work, working together on a shared module; and staff from the International and Postgraduate Student Centre describe how they have moved from traditional didactic training to a more experiential approach. We also include updates in the area of e-learning and on changes to the Code of Practice for Research Degree Programmes.

Contributing to the next *Reflections*

We would very much welcome contributions for our next issue of Reflections to be published in Autumn 2013. Contributions can take several forms:

- **Articles** on an aspect of teaching and learning or student support (generally 500 – 1,000 words);
- **Shorter "newsflash"** items, e.g. reporting on a recent event or advertising a new venture or up-coming event (100 -200 words);
- **Responses** to previous articles or to recent developments in H.E.

Contributions can be submitted via e-mail to Linda Carey, (l.carey@qub.ac.uk) or e.mcdowell@qub.ac.uk in the Centre for Educational Development.

Linda Carey,
Editor of *Reflections*.

Bringing Lectures to Life

By Professor Phil Race, Independent Higher Education Consultant

What are lectures for? Long gone are the days where students came to lectures to boringly write notes to study and learn, and give back boringly in exams. In our digital age, the best content in the world is free, online – but there's so much of it. Many of the best lecturers in any subject can be watched free online – often with wonderful visual backup. With today's free massive open online courses (MOOCs), all this is available to all. So why do we need lectures at Queen's? Do we need them at all?

When we get it right, it's about *being* there. It is quite different being in the same room, at the same time, as fellow-students, and indeed the lecturer. But the agenda is no longer just the subject content. It's now the processes that are important to students. The questions in their minds include:

- What's really important amid all this subject content?
- What exactly am I going to be required to show?
- What does a good answer to an exam question look like?
- What does a good essay or report or dissertation look like?
- How do the minds of those who're going to assess my learning work?
- How best do I get my own particular head around this stuff?
- What are the important questions and issues I should think about?
- Who's worth reading up on?

Professor Phil Race

- When and how should I start getting my act together to show I've mastered this stuff?

Why should I get out of bed for a lecture? Why not just get this essay written and catch up on that lecture from a mate? Countless students have already found that it's just no good copying the notes from someone who was there. They've only caught bits of it. It doesn't work just downloading the slides and handouts from the web. It's not even much good watching a podcast of the event, it's just not the same as being there, breathing the same air, sharing the same excitements (and frustrations) of a live lecture. The podcast might, however, be a good aide-memoire for someone who was there, giving reminders about the thoughts going on during the occasion, the un-asked questions, and so on. But you've got to be there in the first place for that to happen.

So what can we lecturers do? Don't 'lecture' for a start. Don't use up valuable time getting students to write

Bringing Lectures to Life (*continued*)

By Professor Phil Race, Independent Higher Education Consultant

down things we say or things we put on our slides. Instead, use every minute of the time addressing how human beings really learn.

1. Arouse the *want* to learn – get them excited, curious, fascinated.

2. Clarify what they need to learn, and what they need to become able to do with the subject.

3. Keep them *'doing'* – asking questions, arguing with each other, probing and questioning 'what *else*?', 'why *else*?', 'how *else*?' and so on.

4. Help them find out where they're at, getting *feedback* from the fellow-students beside them, behind them, in front of them – each student needs to know how he or she is doing right there and then.

5. Get them *making* sense of the key bits there and then, so that the learning has already been substantially started right there in the lecture room.

6. Get *them* talking to each other, explaining things to each other, arguing with each other, helping them to get their heads around the subject.

7. Above all, get them *making judgements* – making decisions, assessing their own thinking and each others' thinking, assessing your thinking, helping them to get their heads around how assessment works at Queen's, long before their learning will be assessed. Give them stuff in lectures to assess – good and bad reports, good and bad essays, good and bad exam answers. More learning happens from assessing a *range* of examples – not just from seeing exemplars.

A successful lecture isn't a 'lecture' at all in the traditional sense. It's a busy event – everyone is busy. It's a noisy event, at times everyone is talking, arguing, probing, questioning, practising, and above all *thinking*. Time flies, for them and for us. It's unmissable. If you weren't there, you've lost it. We need to use all the tricks in the book to make lectures work in the age of MOOCs.

Set yourself the challenge of watching how 20 colleagues do it, and taking on board from each 'two things that really worked with their students' and avoiding 'two things that just didn't work'. Trial and error rules, but it's less of a trial to learn a lot every week from others' errors. Watch the students' faces in other people's lectures. Watch their body language. Watch what works, and what doesn't. That's the most important learning *we* can all do in lectures.

Massive Open Online Courses (MOOCS)

By Donna Hyland, Centre for Educational Development

In the past 12 months MOOCs have been hailed as the latest innovation in the delivery of Higher Education courses, with many tech and open-source evangelists lining up to suggest that this method of delivery is the future for learning and professional development[1]. After much consideration Queen's, along with 12 other Russell Group institutions, has joined a partnership with Futurelearn which has committed to delivering a number of MOOCs over the next academic year.

So what exactly is a MOOC and what are the possibilities and implications for Queen's University?

MOOCs (massive open online courses) are high quality, accessible online courses offered free to potentially huge numbers of learners. They open up the possibility of Higher Education study at major universities to those who might otherwise not have the chance whilst cultivating a broad international audience for the provider institution.

MOOCs allow participants access to online courses without the requirements of entry qualifications or prior study regardless of where they live in the world. All that is required is an internet connection, an email address, and the technology to both display course resources and facilitate interaction with other participants.

The basic content structure of a MOOC might reflect that of a traditional course, but it is delivered through the use of digital media and online tools such as video lectures, discussion boards, blogs and wikis,

Figure 1 Futurelearn MOOC model
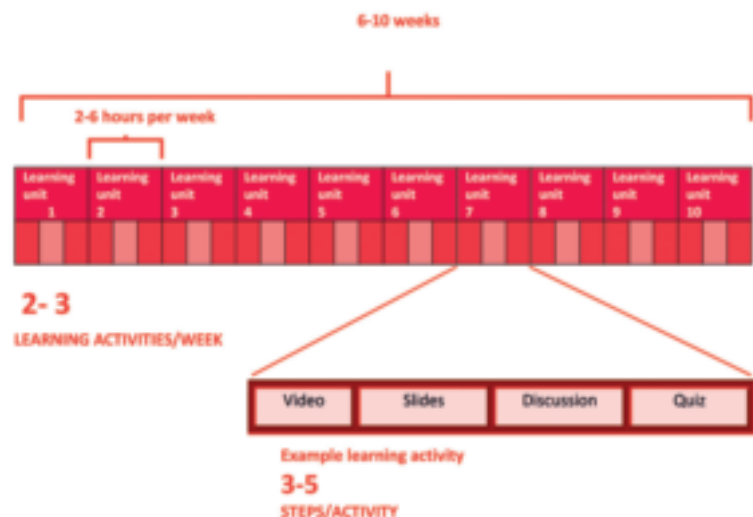
to facilitate learning activities and engagement. Core to the MOOC approach is that courses will have minimal one-to-one communication between provider and participant but they will encourage the formation of support communities by embedding social interaction and networking in the instructional design. Facebook groups, Google + hangouts, Twitter and YouTube are just some of the technologies used by MOOC participants to foster these communities.

Futurelearn's vision is to provide a broad range of courses lasting 6-10 weeks, each week consisting of key learning activities. The allocated study time will span from 2- 6 hours per week, depending on the level of study. Peer marked assignments and computer assessed activities will be used to manage the assessment requirements for the course. The purpose of the course is not to offer formal qualifications, at present, but to offer learners the experience of studying with leading academics and to enable strong links to be developed with fellow participants on the course.

At the recent announcement of Queen's partnership with Futurelearn, the Vice-Chancellor, Professor Sir Peter Gregson, said,

"Queen's is delighted to be a partner in this exciting collaboration, which will extend access to our high quality educational content to learners around the world. Increasing accessibility to higher education is an objective to which Queen's is committed and this important initiative has the potential to provide opportunities to new audiences worldwide, including those who might not normally engage with universities."[2]

The MOOC journey is still in its early stages and the course portfolio has yet to be announced. It is open to conjecture as to how MOOCs will develop in terms of delivery and marketing opportunities. For Queen's, participation as early developers with the Futurelearn partnership, places us firmly at the fore in the MOOC roadmap and, regardless of the final destination, there is much to be gained from the experience.

[1] Sir John Daniel (2013) Making sense of MOOCs, Available at: http://www. academicpartnerships.com/research/white-paper-making-sense-of-moocs (Accessed: 28 April 2013).

[2] http://futurelearn.com

Using The Researcher Development Framework: From Instructor-Led Training To Experiential Learning

By Annette MacArtain-Kerr and Heather McGregor, Postgraduate Student Centre

The doctoral training landscape is changing with the focus moving away from the product of the PhD (the thesis) to the wider output (the skilled and impactful researcher). A PhD training programme should inevitably deliver research skills, but transferable skills are becoming increasingly important as postgraduate research students seek meaningful employment in academia or beyond.

The Researcher Development Framework (RDF) was introduced to postgraduate research students in Queen's University in 2011. The purpose of the Framework is to develop world class researchers and build the UK research base. Researchers, and those who support their training and development, can use the RDF to evaluate and plan personal, professional and career interventions.

"The Researcher Development Framework (RDF) describes the knowledge, behaviours and attitudes of researchers and encourages them to aspire to excellence through achieving higher levels of development." (QAA 2011 p11)

Since the introduction of the RDF, the Postgraduate Researcher Development Programme (PRDP) team, based in the Postgraduate Student Centre, has created new approaches to support the transferable skills development of research students.

The importance of such skills for the research degree has long been recognised. The Robert's Report, 'SET for Success' led to the introduction of funding for transferable skills training for doctoral and postdoctoral researchers.   The skills, first set out in the Research Councils UK Joint Skills

Statement were developed into the Researcher Development Framework, with which the Postgraduate Researcher Development Programme is aligned.

The Quality Assurance Agency (QAA) states that on completion of their research degrees doctoral students should have:

"The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments." (QAA 2011 p32)

Examples of these skills in the personal effectiveness domain of the RDF are self management and responsiveness to change. These can be difficult to teach due to the potential difficulties inherent in instructor-led skills training, such as varied participant learning styles and ability levels, and the limits imposed by timetabling issues. The doctoral research environment is characterised by a diverse range of subjects which can make it difficult to match training delivery to participant need. Whilst it is clear that there are advantages to an instructor-led

model for certain skills such as project management, where frameworks are relevant across many disciplines, it does not work for all skills training.

The postgraduate research development programme team uses a number of experiential approaches to meet the needs of research students. Experiential learning is the process of making meaning from direct experience and focuses on the learning process for the individual (Kolb, 1984). One approach is 'on the job' style training and is used in peer mentoring and peer assisted learning and the other incorporates direct observation and feedback akin to the assessment centre model often used in recruitment situations.

Peer Mentoring for Postgraduate Research Students – Learning on the Job

Peer mentoring for postgraduate research students uses mentors to support incoming students in their transition to the research environment. It enhances the induction process and is especially beneficial to students who are new to Queen's or Northern

These programmes also use elements of theory: Leading Your PhD for example uses the Myers Briggs Type Inventory, based on Jung's theory of personality, to understand different interaction styles while transactional analysis (Berne 1961) and positioning theory (Campbell & Groenbaek 2006) are used to provide insights into behaviour in assertiveness training.

Another feature of Leading Your PhD is pre-course assessment which enables participants to complete a Resilient Leaders Assessment (RLA) designed to measure and support them to reflect on their leadership skills. Similarly, participants doing assertiveness training assess their skills before the programme. Both programmes also include follow up: assertiveness participants can have individual follow-up sessions if required and Leading Your PhD participants can continue to measure their development using the RLA assessment up to a year following the programme. Both programmes have received excellent feedback to date.

Finally, responding appropriately to the employability agenda has led to accreditation of the types of learning detailed above. Leading Your PhD participation is accredited through the recently launched Institute of Leadership and Management (ILM) Level 5 Certificate in Leadership and Management. Thus PhD students can enhance their doctorate with an employer-friendly qualification.

Ireland. The scheme, now in its third year, is available in eight Schools. Sessions take place on a 1-1 basis and mentors are trained to work in a non-directive way which is student-led. Satisfaction rates have been high in the first two years of the programme.

Mentor training includes issues such as boundary setting in relation to academic work, structuring a mentoring session and referencing other services. Training mentors to work with mentees in a way that supports them to activate their own resources and prepares them for an interactive meeting, where it is impossible to predict what may arise, poses certain challenges.

One of the ways of responding to these is through modelling skills, using case studies for example. Many mentors also have prior experience of being mentored which can be useful. Mentor coordinators are appointed and teams are encouraged to support each other via meetings or email. Reviews are carried out to deal with any issues that arise through the process. Best practice is promoted by sharing experiences across Schools at the yearly Awards and Information Event. Highlights from each School are demonstrated with previous examples including increased social activity and networking in the Schools of Pharmacy and English and the creation of a mini publication to

support time management in the School of Nursing and Midwifery.

Small Group Learning: Leading Your PhD & Assertiveness Training

Leading Your PhD is a three day experiential learning programme which provides students with opportunities to practise leadership skills in real life situations. Participants receive feedback from peers and trainers about strengths and areas for development. This type of approach is also used in small group assertiveness training. Leading Your PhD participants are trained to provide coaching to each other in pairs throughout the programme.

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Assessment and Feedback: from principles to practice

by the e-AFFECT project team, Centre for Educational Development

InterACT

On Friday, 1 March 2013, Queen's e-AFFECT project hosted a dissemination event entitled *'Assessment and Feedback: from principles to practice'*. The team was delighted to welcome participants from the University of Ulster, Belfast Metropolitan College, the Open University, Dundalk Institute of Technology, Dublin City University, University of Dundee, Institute of Education London, Manchester Metropolitan University and King's College London as well as colleagues from Queen's.

Professor Mark Russell, King's College London spoke about *'Principles: how might we best use them to enhance practice?'* During his presentation and the interactive session that followed, Mark engaged participants in some of the ideas developed as part of the Jisc-funded ESCAPE project. He incorporated a range of activities to help challenge views of assessment and feedback. His ladder activity, in particular, led to much discussion and debate during the session.

Dr Anne Jones introduced the lunchtime Market Place in the Great Hall where participants were able to discover more about assessment and feedback projects running in Queen's as part of e-AFFECT and also some of the other Jisc-funded projects in the Assessment and Feedback programme – TRAFFIC at MMU and InterACT at Dundee. Dr Alan Masson from the University of Ulster was there to talk about the Viewpoints project and Dr Eloise Tan from Dublin City University

displayed a poster that illustrated possible models for scaffolding and assessing reflective writing in an online course. Posters for the e-AFFECT Phase 1 programme team projects are available on the Design Studio.

Dr Gwyneth Hughes, Institute of Education London (IoE) presented *'Progress across the programme: a longitudinal view of assessment for learning'*. Gwyneth talked about the Jisc-funded Assessment Careers project at the IoE which explores the nature of feedback provided to students and how students use the feedback.

It was a very lively and engaging day. Comments from participants included:

The TRAFFIC project

The marketplace in the Great Hall at Queen's

Viewpoints Project

'My colleagues and I enjoyed it very much and came away with many ideas which we hope to incorporate into our practice.'

'A stimulating day.'

'I have crystallised some new ways of doing something new.'

'Some very useful ideas – Market Place very interesting.'

'Being made to reflect on my feedback & how effective it is.'

'Also how to get students to put feedback into practice.'

The core project team is now facilitating Appreciative Inquiry

and Action Planning workshops for colleagues in Phase 2 degree programme teams from Creative Arts, Computer Science Environmental Planning, Management and Pharmacy. Action plans agreed before the end of this academic year will be implemented in 2013-14. A light touch evaluation of the interventions put in place by Phase 1 teams in 2012-13 has begun, with staff and student focus groups being held to capture their experience of the project so far.

Ongoing support, tailored staff development and resources are available to Phase 3 programme teams in the new academic year. Each Phase is learning valuable lessons from those that precede it,

so if you would like to explore how the project might enhance your School's experience of assessment and feedback, please contact Linda Ryles on extension 1343 or email l.ryles@qub.ac.uk to arrange a short meeting.

e-affect
e-assessment and feedback for effective course transformations
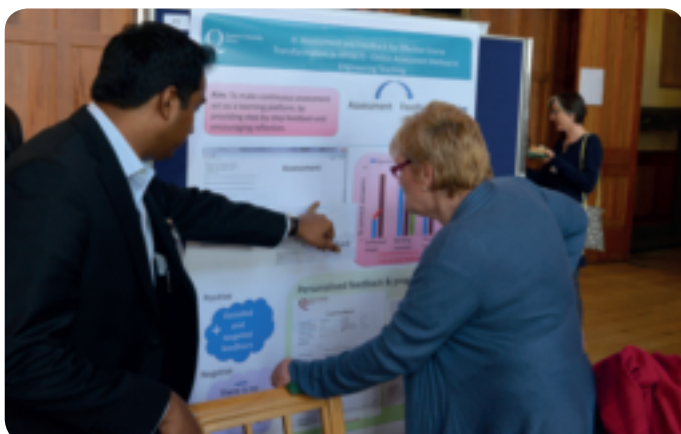
Using QuestionMark Perception in Civil Engineering

John McKinley, SPACE, talks about clarifying good performance for students

Science Faculties' Employability Programme at the University of Glasgow

By Anne Tierney and Eric Yao, University of Glasgow

Introduction

On 26 April 2013, Anne Tierney and Eric Yao were guest speakers at an event in Queen's on Engaging First Year Students with Employability. As project officer for the Science Faculties' Employability Programme (2002-2008), Anne was instrumental in the early development of Employability for first and second year students at the University of Glasgow. Eric has been the Science Employability Course coordinator and the convenor of the University of Glasgow Science Employability Steering Group since the beginning of the 2012 academic year.

The workshop began with a description of Science Faculties' Employability Programme, how it evolved and what they see for its future.

The Science Faculties' Employability Programme at the University of Glasgow began in 2003. A steering group was established, made up of the Directors of Undergraduate Schools, the Chief Adviser of Studies, Careers Adviser, Project Officer and student representatives. We began with a data gathering exercise to discover what employability meant to students and staff. The basic findings of the exercise were that (a) students in first and second year were not aware of their responsibility for developing their employability; (b) students in third and fourth year were much more aware of their responsibility, and (c) staff believed that it was the responsibility of the student to engage with employability. With this in mind, an implementation plan was developed, to engage students in first and second year at a faculty level, and third and fourth year at departmental level.

First and second year students within the Faculties of Science were able to take courses from any of the three Faculties (Faculty of Information, Mathematical Sciences; Faculty of Physical Sciences & Faculty of Biomedical & Life Sciences). This makes the embedding of employability into courses difficult as students may become disengaged if they hear the same message too often. Conversely, if employability is only highlighted in some courses, there is a chance that some students miss out. The decision was made to develop a stand-alone, non credit bearing course that students were encouraged to take.

Between 2004 and 2006 there was a staged implementation. Five workshops were developed for each year, based around the CV, applications, internships, study abroad, networking and degree progression. These workshops form the basis of the programme as it currently stands.

One of the issues of the stand-alone course is that we only ever attracted about 20% of the student cohort, which meant that the majority of students did not benefit from the course. Currently, the University of Glasgow is one of the institutions which is active in implementing the Higher Education Achievement Record (HEAR) (Higher Education Academy). Employability is recognised in Section 6 of the HEAR transcript (further activities) and students have the opportunity to see how their employability develops, as it is available on the Student Records system from First Year.

In 2008, QAA Scotland introduced "Graduate Attributes" as an Enhancement Theme for Scottish Universities. The University of Glasgow developed a "graduate attribute matrix" which incorporated 10 elements and along three dimensions: Academic, Personal and Transferable, published in 2011. Employability is being incorporated into Graduate Attributes, and students can use the matrix to identify and articulate the Graduate Attributes they are developing. Glasgow is in the process of promoting and disseminating Graduate Attributes across campus.

Further reading

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The Code of Practice for Research Degree Programmes

By Dr Michelle Spence, Postgraduate Research Quality Assurance and Regulations Team Lead

The Quality Assurance Agency produces the UK Quality Code for Higher Education which acts as the definitive reference point for all UK higher education providers. It outlines what higher education providers are required to do, what they can expect of each other, and what the general public can expect of them. The Queen's Code of Practice for Research Degree Programmes (the CoP) has been developed with full cognisance of the QAA Quality Code, Chapter B11, Research Degrees (2012).

The CoP applies to all the Research Degree Programmes (RDPs) offered by the University (including the Professional Doctorates), and demonstrates how the University meets the expectations of the QAA Quality Code and its 18 indicators of sound practice. The CoP has been written for students, staff and other stakeholders, and replaces the Notes of Guidance for Supervisors, and the Guidelines for the Examination of Research Degree Theses documents. Supervisors may find the Supervision and Progress and Review Arrangements sections particularly useful; while those involved in the examination process may find the Assessment section particularly relevant. The CoP provides an overview of the range of services and provision delivered across the University for research students, with links to postgraduate research policies and guidance materials; and covers the lifecycle of the RDP. The CoP will be updated regularly in response to changes to regulations or procedures.

The CoP was endorsed by the Postgraduate Advisory Body, and approved for immediate implementation by the Research and Postgraduate Committee in March 2013. The CoP is now available on the Academic Affairs website on the Institutional Code of Practice for Research Degree Programmes page. This webpage hosts links to regulations, codes and policies, guidance material and research management documents for all RDPs.

Students have been informed about the CoP via an email communication, an update to the online Student Handbook, and the Postgraduate Forum. The CoP has been disseminated to staff via a memorandum for the attention of all colleagues involved in RDP provision, supervision, management, and administration within the Schools/Institutes/Directorates; and via the School Managers' Forum and Deans' Heads of School meetings.

The CoP, issued in good faith, complements, but is not a substitute for, the existing Study Regulations for Research Degree Programmes. Staff and students should refer to the Study Regulations in the first instance, in addition to the wider General Regulations for Postgraduate Students. In the event of any conflict of interpretation between the CoP and the regulations, the regulations prevail.

If colleagues have any queries or wish to provide feedback on how to improve the CoP, please contact me using the details below. I would also be happy to meet with Schools/areas to discuss the CoP, the Study Regulations for Research Degree Programmes, or any other issues regarding the management of RDPs.

Dr Michelle Spence
Postgraduate Research Quality Assurance and Regulations Team Lead

Academic Affairs
Queen's University Belfast

Email: michelle.spence@qub.ac.uk
Tel: 02890 272580

Institutional Code of Practice for Research Degree Programmes

The Use of TurnitinUK for Similarity Checking PGR Students' Theses

By Gill Kelly, Centre for Educational Development

Under the Study Regulations for Research Degree Programmes from 1st September 2013 all theses submitted by Postgraduate Research students will be required to have been submitted to the TurnitinUK originality checking service prior to submission. The regulation applies to those chapters which are literature-based or make reference to the literature.

Guidelines for Use with a "frequently asked questions" section have been produced by Academic Affairs and circulated to all Schools. The guidelines reflect the very important principles of parity and transparency encouraged by the sector and called for by the Office of the Independent Adjudicator in matters relating to academic integrity and university discipline. Guidelines include early "formative" use to help identify any misconceptions a PGR student may have regarding writing and citing conventions. The "frequently asked questions" section deals with issues such as copyright and sensitive material.

The TurnitinUK software includes an Originality Checking service which compares student submissions to a database of archived web material, *some* electronic journals and e-books and previously submitted student works. Matching material is highlighted in a report produced by the service. This report is intended to help inform judgement in matters of academic integrity, which remains with the academics examining the
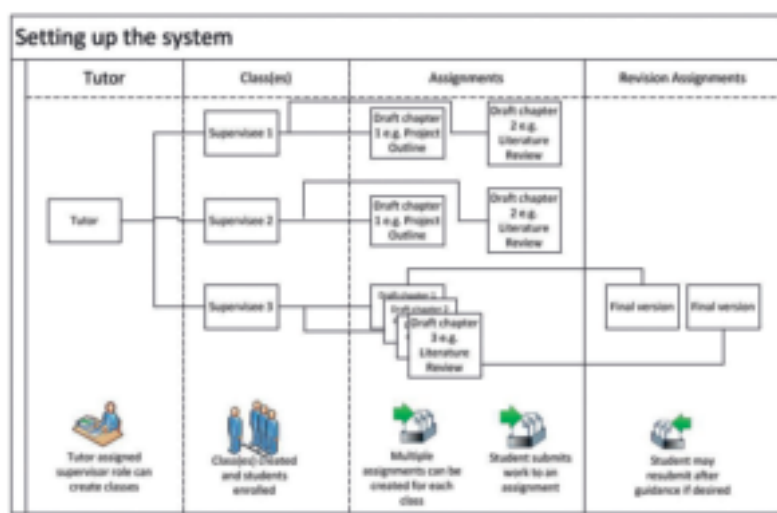
Setting up the system for PgR theses

work. Matches do not in themselves indicate plagiarism and within the disciplines conventions vary as to what is acceptable in terms of writing and citing.

Reports will be confidential to the supervisor and student in the first instance. The very first submission to the service will provide an early opportunity for a discussion between supervisor and student on academic integrity and citation. Any misunderstandings on the part of the student regarding the conventions of the discipline can therefore be identified and dispelled before large volumes of the work have been produced. It is anticipated that once this exercise is complete, the student will have a full understanding of what is required of them with regard to academic integrity and the process will become a formality. However, should unacceptable practices persist in spite of advice provided, the staged checking process will potentially provide evidence that the student was given regular opportunities to uphold their responsibilities.

Under the guidelines, the supervisor will set up an opportunity for the

student to submit a draft of each literature based chapter to the TurnitinUK service. The student will have the opportunity to remove any anomalies highlighted as they refine the chapter. When the chapter is completed, or close to completion, a "revision" submission is made which will not be compared to the original draft. At submission the tutor will confirm on the submission sheet that this process has been followed but copies of the originality reports will not be required.

Setting up an area for student submission is very straightforward and should take no longer than five minutes. Those who are familiar with the software in an undergraduate context will find that the procedure, though different, builds on procedures used. The Centre for Educational Development has produced a set of easy to follow instructions on how to set up TurnitinUK for use in the postgraduate supervisory context. These instructions and access to the software are available from **g.m.kelly@qub.ac.uk.**

A majority of Schools have also taken up optional training for their supervisors through CED. This opportunity is still open to remaining Schools (School Managers or PG co-ordinators should contact Gill Kelly, **g.m.kelly@qub.ac.uk**). For individuals who did not attend School sessions and would like the reassurance of some training, a limited number of places will be available at workshops in September. Booking will be available through iTrent.

Interdisciplinary Teaching - Enhancing the student experience

By Dr Nicola Carr, Dr Karen Winter, Dr Melissa McCullough and Aine Maxwell

Staff from Social Work, Medicine and Professional Legal Studies at Queen's have developed an inter-disciplinary training programme in court work skills for students working in the areas of child protection and welfare. This initiative came in response to a recognised need to enhance students' knowledge and skills in court work and to incorporate inter-professional education in practice.

Deficits in inter-agency working, including inadequate information sharing and poor communication, have been highlighted in a range of inquiries into child deaths and serious incidents (e.g. *The Victoria Climbie Inquiry (2003)*, the *Baby P Inquiry (2009)*, and the *McElhill Inquiry, 2008*). In Northern Ireland, the *Access to Justice Review (2011)* and the roll-out of guidelines for the *Case Management of Public Law Proceedings* (2009), have underlined the need for professionals to be appropriately trained to carry out their role in the court setting. Most immediately and practically, there is an expectation that social work, medical

and legal professionals are equipped with the necessary knowledge, skills and values to understand their respective roles and functions. Inter-disciplinary training in court work skills has been developed in recognition of this wider context and in response to student learning needs.

The programme involves a variety of teaching delivery methods including lectures, tutorials, workshops and access to online resources. It is supported by the involvement of tutors who currently practice in court work settings in Northern Ireland and have a wealth of work related expertise providing students with access to the most up-to-date practice knowledge. Using fictionalised case study material, social work and medical students are required to assess a case, prepare court reports tend present evidence in court. Bar trainees use the reports to conduct a case analysis and prepare cross-examination questions. In a mock court setting, social work and medical students are expected, through role

plays, to present evidence-in-chief and to be cross-examined by the trainee barristers.

The mock court sessions are facilitated by fully trained barristers. They act as the judge in the cases and also provide in-depth feedback to all students on their techniques in court as well as indicating areas for further development. The sessions are video-recorded and students are also encouraged to reflect on their performance.

The joint-training programme begins with a briefing session for all students. Staff from the different disciplines provide information on the purpose of the joint-training programme, for example Social Work staff brief the bar trainees alongside colleagues from the Institute of Professional Legal Education and so forth. The briefing sessions set out the context and purpose of the training and provide students with a forum to ask questions.

Social Work students are provided with in-depth case material which is fictionalised but drawn from real-life practice. With tutorial support over a number of weeks, Social Work students are required to analyse and assess this material and to complete a report for court, based on templates used in current practice in Northern Ireland. The Social Work students must prepare a care-plan for a child and make a recommendation to court regarding the child's future care.

The case material also involves input from a fictional GP who has also had some involvement with the child in this case. Medical students receive a briefing from staff in the Institute of Professional Legal Studies on the legal issues in the case and circumstances in which they would be called to give

Interdisciplinary Teaching - Enhancing the student experience (*continued*)

By Dr Nicola Carr, Dr Karen Winter, Dr Melissa McCullough and Aine Maxwell

evidence. A short report based on medical evidence is also submitted to the court. Following completion, the reports are then sent to the bar-trainees who, with teaching support, conduct a case-analysis of the evidence. Bar trainees are supported to devise cross-examination questions and to assess the evidence in the case.

The students then meet to discuss the case and to conduct a 'mock' court case, where in this instance the bar trainee acts for the party who is opposing the social work recommendation. This process is conducted in a workshop format and facilitated by qualified barristers and social work practitioners who provide in-depth feedback to students on their performance in the 'witness box'. Students are prepared for these workshops in advance and watch recordings of the workshops afterwards to aid further learning.

Students from across the three participating disciplines have highlighted in evaluations the benefits of this type of interprofessional education within this complex area of practice. They enjoyed cross-examining witnesses who were not colleagues but still peers, they liked getting the chance to receive feedback from the barrister on their respective courtroom skills and found that they gained greater insight into both child protection and working with other professions that they will undoubtedly be working with in the future.

In Spring 2012 the teaching team of Dr Nicola Carr and Dr Karen Winter (Social Work), Dr Melissa McCullough (Centre for Medical Education), and Mrs Aine Maxwell (Institute of Professional Legal Studies) received a University Teaching Award from Queen's. Following the success of the course at undergraduate level

an inter-disciplinary course has been developed for qualified practitioners.

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Centre for Educational Development 7th Annual Conference

Using Active and Interactive Approaches with Students

Date: 28 June 2013 **Venue:** Canada Room and Council Chamber

Facilitators:

Dr Kate Exley, National Teaching Fellow, University of Leeds

Professor Colin Beard, National Teaching Fellow, Sheffield Business School

Dr Karen King, Biological Sciences

Professor Geraint Ellis, Planning, Architecture and Civil Engineering

Topics:

- Encouraging Student Participation and Interaction
- Active and Interactive Teaching in the Flexible Teaching Space
- Teaching, Thinking, Talking : Using Participant Response Systems to Improve Learning in Large Classes
- Social Learning Spaces

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