



Project Title: THE REAL PROJECT (Reimagining Experiential Academic Learning) Using Experience to Teach & Learn in Law: A Framework for Engagement, Assessment and Transferability				
Project Deliverables				
Key Strategic Activities	Constituent Activities	Key Performance Deliverables	Timeframe (Identify the projected completion - year and quarter in following format e.g., 2019/Q2)	Status (This column to be filled in, in advance of each project review) ¹
Review of experiential learning practice in legal education	Comprehensive research and documentation of current offerings of experiential learning in Ireland	Determination of the current context	2019/Q 1 and 2	Initiated as planned and continuing
	Review in the context of international standards and best practice	Identification of best practice in experiential learning, in particular in legal education	2019/Q 1 and 2	Initiated, currently on hold pending completion of previous action when it will be continued.
	Collation of open source resources	Creation of database of open source resources included in clinical legal education- eg sample handbooks,	2019/Q 1 and 2	Initiated but expected to continue into next phases

¹ Please use the following cell colour to indicate progress –
Green (progressing as planned or mark completed)
Orange (delay in achieving deliverable but it will be delivered. Please enter a comment to explain delay)
Red (Deliverable will not be achieved. Please enter explanatory comment)

		lesson plans, research, textbooks, policies et cetera		
	Review of professional development opportunities	Identification of existing professional development opportunities, for example digital badges and national seminars	2019/Q 1 and 2	Completed
Consultation	Consultation with law students already involved in clinical legal education initiatives in Ireland	Ascertainment of student perceptions of the impact of experiential learning and in particular their views on its effect of on skills development, the nature of assessment, barriers to participation and potential employability.	2019/Q 1 and 2	Initiated as planned and continuing
	Consultation with law students generally in all partner institutions	Ascertainment of student perceptions of their opportunities for skills development, lifelong learning capacity and potential employability.	2019/Q 1 and 2	Initiated as planned and continuing
	Engagement with academic staff across partner institutions	Identification of professional development h deficits and opportunities in experiential learning in the context of the professional development framework and DELTA	2019/Q 1 and 2	Initiated as planned and continuing
	Consultation with employers (including the legal professions)	Identification of the graduate attributes sought by employers and the opportunities for engagement of employers in the provision of experiential learning in third level education	2019/Q 1 and 2	Initiated but to be pursued in more depth in next phases
	Consultation with other relevant stakeholders (in particular NGOs)	Identification of potential experiential learning opportunities	2019/Q 1 and 2	On hold pending completion of primary consultations

	Consultation with the beneficiaries of clinical legal education	Identification of those sectors of our communities with an 'unmet legal need' which could be addressed by experiential learning	2019/Q 1 and 2	On hold pending completion of primary consultations
	Consultation with education technologist/instructional designers	Identification of the optimal teaching and learning possibilities	2019/Q 2-4	Deferred to next phase pending completion of the research phase
Implementation	Pedagogy	Development of a pedagogic approach, following piloting, set out in a model and framework, including policies and standards reflecting best international practice	2019/Q 3-4 2020/Q 1-2	
	Resources	Creation, design and pilot of a digitised and centralised portal to host database and all shared resources and facilitate continued interaction	2019/Q 3-4 2020/Q 1-2	
	Professional development	Identification and creation of appropriate and varied professional development opportunities for academic staff. Facilitation of professional development initiatives	2019/Q 3-4 2020/Q 1-2	
	Evaluation	Development of valid and reliable methods to ensure regular review and evaluation of the model and framework; Identification of possibilities to further develop clinical legal education on a cross disciplinary basis (analysis of emerging 'non-legal' issues)	2019/Q 3-4 2020/Q 1-2	

The future	Further development	Revision and refinement of original model and framework following evaluation	2020/Q 2	
	Sustainability	Gaining academic credibility through strong evidential base. Alignment of professional development resources to the professional development needs of academic staff	2020/Q 2	
	Transfer	Dissemination through academic conferences journals et cetera. Exploration of the capacity to transfer or integrate the modelling framework developed to other disciplines, for example business, accountancy, social work	2020/Q 2	
	Legacy	Enhancement of the teaching and learning of undergraduate legal education with the exploration of cross disciplinary potential.	2020/Q 2	

(please insert further rows if required)

Project Team

Team Member Role and Responsibility (Please reflect the role and responsibility of all team members)			
Staff Name	Institution	Role	Description of Responsibility
Siobhan Cullen	Letterkenny Institute of Technology	Head of Department of Law and Humanities	Project leader
Brónagh Heverin	Letterkenny Institute of Technology	Law Lecturer	Project leader
Dr Lydia Bracken	University of Limerick	Lecturer in Law and Director of Clinical Legal Education	Project partner
Sadhb Reddy	Institute of Technology Carlow	Law lecturer	Project partner

Signed ___ Siobhan Cullen and Brónagh Heverin _____

Date _31st May 2019 _____

Project Leader