The BPP Law School Compendium 2024

A Compendium of Impactful Practice

Academic Posters originating from the Law School Conference

# A Welcome from the Team

Ben Ferris, Head of Law School Training and Development,

Nicola Rees, Deputy Head of Law School Training and Development and

Matthew Roden, Deputy Head of Law School Training and Development

Welcome to BPP Law School's 2024 Compendium of Impactful Practice, a celebration of the exceptional contributions made by our dedicated tutors, presented as a series of academic posters. This collection showcases the innovative and impactful work presented at the BPP Law School Conference in August 2024. Each poster encapsulates the expertise, creativity and commitment of our tutors, who continually strive to enhance the academic and professional development of our students.

Our tutors – themselves current and former practitioners – are at the forefront of legal education, addressing critical issues and pioneering new approaches to teaching and learning. From exploring effective teaching strategies to fostering inclusivity in the classroom, their work reflects a deep commitment to creating inclusive and supportive learning environments.

This compendium features a diverse range of topics, from improving student engagement, through to stretching and challenging students to achieve their full potential and embedding well-being into what we do.

Whatever your interest, we hope you find something that sparks your own imagination.

Each poster not only highlights the academic rigour and pedagogical innovation of our tutors but also their dedication to making a tangible difference to the lives of their students and the broader community. These tutors were asked to present on the basis of the impact we know they have in the classroom, and we are proud to present this compendium as a testament to their hard work and as an inspiration for future educational endeavours.

We hope you find this collection as enlightening and inspiring as we do.

Ben, Nicola and Matt.

# Contents

[A Welcome from the Team 1](#_Toc191993373)

[Contents 2](#_Toc191993374)

[Questioning to Stretch & Challenge when Using IRAC Model to Answer Problem Based Questions 3](#_Toc191993375)

[Cultivating Confidence 4](#_Toc191993376)

[The Three Tenets of Teaching Excellence 5](#_Toc191993377)

[Achieving Impact in the Classroom by stretching and challenging students to encourage them to think for themselves 8](#_Toc191993378)

[Make your lessons a daily special 9](#_Toc191993379)

[5 strategies to make an impact on remote learners 10](#_Toc191993380)

[How was it? Including feedback in teaching for student engagement, learning and progression 11](#_Toc191993381)

[Achieving Impact in the Classroom 13](#_Toc191993382)

[“Impactful” Teaching Mnemonic 14](#_Toc191993383)

[Kahoot! EDU: Putting student engagement first 15](#_Toc191993384)

[Wellbeing homework: Building in wellbeing “homework” that aligns with the stage of the programme. 16](#_Toc191993385)

[Adapt to Impact 17](#_Toc191993386)

[Impactful Teaching Practice: Tutor as client 18](#_Toc191993387)

[Inclusive Small Group Teaching 19](#_Toc191993388)

[The Yellow Brick Road to Success: Using Learning Objectives for Maximum Impact 20](#_Toc191993389)

[Team Biographies 21](#_Toc191993390)

[Endnote 24](#_Toc191993391)

# Questioning to Stretch & Challenge when Using IRAC Model to Answer Problem Based Questions

Alison Adams

## Issue:

1. Repeat instruction – what have you been asked to do?
2. Understand the instruction – how many issues can you identify?
3. Reframe the task – can you re-write each issue as a question?

## Rule:

1. Knowledge recall – what is the applicable rule or test?
2. Identify component parts of the rule/test - what are the elements which need to be satisfied?
3. Consider possible ambiguity or uncertainty – is it always clear whether each element has been met? If not, why?

## Application:

1. Analyse the information provided – what are the key facts?
2. Consider how the facts relate to the rule/test – how do the facts apply to each element of the rule/test?
3. Identify missing detail and consider context of task – what additional information would help you reach a definitive conclusion?

## Conclusion:

1. Reach conclusion – what is your answer? Might someone else have concluded differently?
2. Logical explanation/reasoning – why did you reach this conclusion?
3. Commercial advice and creative solutions – what should your client do now? Is there more than one option?

# Cultivating Confidence

Susie Allen

*The poster includes images showing progression from a small acorn to a tree.*

## TEND TO THE ROOTS

“Hi! My name is Susannah Allen. You can call me Susie. Please let me know if you also have a preferred name, or if I mispronounce your name.”

*“Thanks for asking. It’s Lucia with ‘s’ in the middle…”*

## TRAIN GROWTH

***“Your voices are as important as mine ...Think of feedback as working in a team to refine your work.”***

*“…I feel ok to make mistakes…”*

## SHELTER

***“This breakout room is just for you – a space to practise before you present to us all.*”**

*“I’ve been a bit nervous to come on the mic … this might actually be a good opportunity!”*

# The Three Tenets of Teaching Excellence

By Julio-Cesar Betancourt LLB, LLM, PhD

Lead Tutor in International Dispute Resolution and Arbitration, BPP University, Law School

In the 1920s, Dr Stephen Leacock wrote: ‘Most people tire of a lecture in ten minutes; clever people can do it in five. Sensible people never go to lectures at all’.[[1]](#footnote-1) Such observations were a humorous take on his experience as a lecturer.

The value of lectures has been the subject of numerous studies. Some academics have argued that a ‘lecture is a boring, passive, ineffective and antiquated teaching method that will soon be obsolete’.[[2]](#footnote-2) And they do not intend to be humorous.

Traditionally, lectures were formal talks (oftentimes in the form of a quasi-monologue) in which students’ participation was limited to ‘attendance and note taking’. They were also the main opportunity for students to ask questions.[[3]](#footnote-3)

Lectures were the primary means of disseminating key knowledge, i.e., examinable content. They were also ‘a good way [if not the only way to impart] information to a large group of students’,[[4]](#footnote-4) and, to some extent, that continues to be the case.

In the first half of the 18th century, William Hogarth (1697–1764), an English artist and one of the most influential figures of the time, published a book containing an engraving of scholars attending a lecture at the University of Oxford.[[5]](#footnote-5) Hogarth was known for his satirical humour and, therefore, it is unclear whether his work was an accurate depiction of students’ reactions to the lecture. What is clear, however, is that a good lecture should provoke a very different reaction.

Dr Sara Ashencaen Crabtree comments that: ‘[g]ood lectures should never be just regurgitated information from articles or books. They [should explain, illuminate, and expand] on complex theories and concepts’.[[6]](#footnote-6)

As Dr John Cookson has put it: ‘[a] good lecture involves interaction between student and lecturer. [Students] can ask questions about things they do not understand’.[[7]](#footnote-7) And lecturers can ask questions about things that students are expected to study.

At any rate, knowledge dissemination does not invariably have to take place in the form of a lecture. At BPP University’s Law School, for example, lectures have long been replaced with a carefully planned series of workshops.

Before, during, and after each workshop, students are given several opportunities to engage in various activities that allow them to acquire and subsequently consolidate the knowledge required for their chosen area of study.

Students’ feedback on the workshops shows a high level of satisfaction among several cohorts of law students reading for a Master’s programme, with an overall average tutor score of 4.9 out of 5, which is equivalent to 98%.

On that basis, the workshops have proved to be highly successful. The secret to the workshop’s success has nothing to do with the application of complex teaching methods, but rather with a systematic use of simple teaching methods.

Alison Zimmer writes: ‘[w]e underestimate the importance of using simple methods to motivate, engage and help students learn’.[[8]](#footnote-8) These methods play an important role in the continuous pursuit of teaching excellence.

Although there is no universally accepted definition of teaching excellence, it is safe to say that the overall rating referred to above (i.e., 98% ) is more likely than not to be associated with that of an ‘excellent teacher’, whatever that may mean.

Dr Akram Jalal explains that: ‘[e]xcellent teachers seek to create climates in which education is enjoyable’.[[9]](#footnote-9) The creation of an environment conducive to a more enjoyable (rectius: impactful) learning experience requires teachers to:

* build a good rapport with their students;
* provide a safe learning environment; and
* present their ideas clearly and engagingly.

Those are the three tenets of teaching excellence. They can be used in any classroom-based setting where teachers and students are physically present, regardless of the duration of the session in question (with or without technology).

A good rapport is an essential pedagogical parameter for stimulating a meaningful, friendly, and yet respectful conversation in which ideas are both easily communicated and exchanged in an effective manner.

A safe learning environment is crucial to the students’ willingness to both contribute and actively participate in classroom activities without fear of being criticised by others.

Simplification is key. Studies show that ‘[r]educing complex ideas to their simplest form … leads to improved learning, enhanced retention, and the ability to recall information’.[[10]](#footnote-10) As Einstein put it: If you can’t explain it simply, you don’t understand it well enough.[[11]](#footnote-11)

Student engagement includes, but is not limited to, the idea of encouraging students’ ‘participation and interaction at a class level’,[[12]](#footnote-12) whether by means of high-impact teaching strategies or otherwise.

High impact teaching strategies ‘are a bank of 10 instructional practices that are internationally recognised as some of the most reliable teaching strategies for delivering learning outcomes’.[[13]](#footnote-13)

Whilst it may be difficult to measure the full impact that excellent teachers may exert on every single student’s learning experience, it is not difficult to distinguish positive from negative feedback.

For all those who genuinely value students’ feedback, the most important thing to remember is that they ‘do not care how much you know until they know how much you care’.[[14]](#footnote-14)

## The Three Tenets of Teaching Excellence:

B - Build a good rapport with your students.

P - Provide a safe learning environment.

P - Present your ideas clearly and engagingly.

## A note on methodology

Students were invited to provide written feedback (by means of an online survey) upon completion of a 4-hour workshop. Tutor’s performance was evaluated on a scale of 1 to 5, with 5 being the maximum tutor score. There were 558 responses to the survey. 97.67% of those responses contained specific comments on the tutor’s performance during the workshop. The data was collected over a 12-month period (October 2023 – October 2024).

Response volume: 558 Students

Tutor Score: 4.9 out of 5 (98%)

Tutor Rated: 1

## What did my students say?

Students’ feedback is collected on an anonymous basis.

* *“I am extremely impressed … [His] thorough understanding of the subject matter … was truly exceptional”*
* *“Amazing … very professional, answers all the questions … encouraging every student to participate”*
* *“Wow great teacher 10 out of 10, honestly want to study more”*
* *“Always kind, active, supportive hard working and competent”*
* *“Best teacher BPP could have”*
* *“His knowledge is exceptional hence he can simplify any text. Loved the class”*
* *“He is an exceptional tutor … [his] classes are engaging, interactive, and tailored to each student’s needs, fostering a supportive learning environment”*
* *“Very professional … his classes are masterpieces”*

## Contact information:

Dr Julio-Cesar Betancourt

BPP University, 137 Stamford Street, London, SE1 9NN

[juliocesarbetancourt@bpp.com](mailto:juliocesarbetancourt@bpp.com)

# Achieving Impact in the Classroom by stretching and challenging students to encourage them to think for themselves

Louise Bold

## When is this useful?

* For groups of very able students to encourage them to think at a deeper level about more complex topics.
* For weaker students to push them to start thinking for themselves (no answers on a plate).
* For all students to improve their exam technique by encouraging them to add detail and application to their answers.
* If students can come to the answer themselves, it helps to embed their learning!

## What do you need?

* A friendly rapport and a supportive, inclusive learning environment.
* Time! Pick your subjects and moments.
* Student names – it’s much easier to encourage the students to participate if you can ask them as individuals and your praise is more meaningful if it’s personal.

## How do I do it?

* As either a whole class discussion or with a table group or with an individual.
* When you get an answer to a question ask the student for more e.g. When does that happen? What do you think the consequences are? Why is that? How would that apply here? When does that run from? What do you need to send with that application?
* Layer your questions and build up the information to the full answer.
* Be ready to give prompts, hints, and guidance to the students to help them answer.
* Be encouraging – say you know it’s difficult, ask them what they think it might be, if they get it wrong or are unclear encourage them to try again with hints.
* Praise the students and link to exam technique or practice to show the importance of the extra information.

## Will the students like it?

* “…was very good at explaining the content as well as tackling the exam technique…was very supportive and really engaging…always prepared and made sure to simplify any complex matters”
* “I found the seminars so engaging that time flew by”

They are so engaged they don’t realise they’re doing the work of explaining complicated topics themselves!

# Make your lessons a daily special

Ed Broadhurst

## Enthusiasm

Image of pizza with a circle containing the word “Free!”

* Body language and energy
* Show you care about the subject… and students!
* Role model positivity

## Humour

Image of pizza with a circle containing the word “Free!”

* Break down barriers
* Increase participation
* Reduce stress and create a relaxed environment
* Enhance memory and retention
* Be approachable and relatable!

## Engagement

Image of soup with a circle containing the word “Free!”

* Promote ‘active learning’
* Increase communication
* Provide instant fee
* Build confidence!

## Go for it!

Make your lessons personal with good humour.

Showcase your enthusiasm – it’s infectious.

Get everyone involved – be engaging!

# 5 strategies to make an impact on remote learners

Trisha Cripps

## Build rapport

Consider sharing something personal – for example I share my love of cake and use this in early workshops as a tool for real-life examples: *“If a student were to bake me a chocolate cake and I later offered to pay them, would this be valid consideration?”*

## “Ask don’t tell”

From the outset, use the “*ask don’t tell*” approach during activities and encourage engagement. This sets the tone. For example ask: “*What is your understanding of the key facts?” rather than “What are the key facts?”*

## Celebrate diversity/ promote inclusivity

For example, I discuss the concept of bartering and tell students about my mother, who has no qualms about bartering in any shop because of her Indian heritage. This can lead to amusing discussions of different cultural attitudes to bartering

## Encourage participation

Do this in a relaxed way: A mixture of open and targeted questions, but targeted questions to groups rather than individuals, to remove pressure. For example: *“Can one of students XYZ think about this question…?”*

## Assessment structure advice

Give effective and impactful assessment structure advice from the outset*.* Introduce discussion of the assessment early and refer to it throughout the course, so remote learners quickly feel engaged and familiar with the process

Trisha Cripps, Senior Lecturer FHEA, BPP University Law School, Manchester

# How was it? Including feedback in teaching for student engagement, learning and progression

Jane Hillmen

## For better preparation: Making effective use of students’ Apply emails in class

It’s easy to ignore or sideline students’ Apply emails in workshops due to logistics and / or lack of time. We may justify this by knowing the content will be covered in the workshop anyway.

Raising the profile of Apply emails can have a significant **impact** for you and your students…

Referring **meaningfully** to Apply emails in every workshop:

* Showcases to students what is achievable e.g. the levels others in the class have achieved / exemplars.
* Earns ‘buy in’ from students – showing them the value of their preparation in the workshop learning cycle.
* Helps you gauge where to pitch Collaborate work for maximum impact and effectiveness.
* Sets your expectations for students i.e. preparation is of value, essential and will always be used in the workshop. Watch students’ preparation levels soar! Guaranteed.

Helps you check the materials and preparation are relevant and useful.

Find some ideas below:

* Refer to e.g. **themes** arising out of Apply submissions (just looking at 2 or 3 can give you a useful theme).
* Show **extracts** from Apply emails copied into a Word doc on the Smartboard (reuse from group to group – the points are still valid).
* Display an **example** of a good Apply email on the Smartboard highlighting what makes it good and where it could improve.
* Relate feedback to the **assessment criteria**. Identify KU, CS and PS content. Align points to descriptor box content.

## For today’s workshop: Creating a feedback dialogue during Collaborate tasks in today’s classes

There are many techniques we use every day to create great feedback dialogues with our students. For example:

* Starter questions
* Praise
* Prompting questions
* Marking up WBs
* Circulating in class
* Facilitating peer review
* Stretch questions
* Comments on groupwork

An advantage of everyone now being online in the classroom is that we can create a ‘live’ feedback dialogue as students work on tasks in the same way as they will be working when in practice.

**Students** likeleaving workshops with a written record of their work, tutor feedback and their progress.

**Tutors** can signpost KU and CS and how to achieve pass / merit / distinction level while giving students the opportunity to e.g. add detail, think again, correct errors etc.

Here’s one idea

* Share a ‘Group answer document’ in OneDrive for students to work on together in small groups [at their tables].
* Describe it as an ‘online whiteboard’ (without the stress of notetaking).
* At your desk at the front, monitor progress, prompting orally if needed.
* When ready, start typing in feedback comments as they work [e.g. include stat ref, good KU, add CS here, consider x] in a different colour.
* Check in / discuss comments orally / prompt as they continue working.

## For practice: Using feedback to sneak in Professional Behaviours (O shaped lawyer) learning

One of the PBs is ‘Lifelong Learning’.

Roleplaying the supervisor helps students appreciate that feedback is a dialogue and essential for their development.

Students start to shift from anxiety / fear / anger at receiving ‘negative’ feedback to understanding its value.

An example:

Using a **drafting task** as a vehicle for workshop technical learning (WS), giving feedback and related Professional Behaviours learning and reflection (PB):

1. Having covered the technical content of the drafting (WS) in the usual way, ask students to review a peer’s draft and write 1 positive and 1 constructive feedback comment on it.
2. Direct students to read the peer feedback they received (**getting feedback** – trainee's perspective) and articulate, what made it useful? e.g. it was very task specific / tailored etc.
3. Discuss their thoughts, then ask the students to reflect on writing the feedback (**giving feedback** – supervisor’s perspective), what were the challenges? (reflecting on the PB).
4. How might they use what they have learnt to improve their chances of getting useful feedback when **in practice** (PB)? They should have more appreciation of how to make it easy for their supervisors to give them feedback (e.g. ask for feedback on a specific point rather than a general request, consider the timing of requests) and welcoming it.

# Achieving Impact in the Classroom

Maeve Hosier

## Research and Scholarship

Research is the life-force of good scholarship, so in the classroom, I encourage my students to make as much use as possible of the fabulous research resources which are available via our library. Whilst my own area of expertise is the regulation of the legal profession, at BPP Law School, I have the opportunity to work alongside a range of outstanding subject experts. We have a vibrant research community, and we’re producing a growing body of impactful scholarship. Evidence suggests that the factors of most importance to a good University experience are: Research and Scholarship; Industry Links; Employability and Community Engagement (Hosier M and Hoolash B (2019) ‘The Effect of Methodological Variation on University Rankings and Associated Decision-Making Policy’ Studies in Higher Education, Vol 44 (1) 201-214). That’s why I try to take account of these factors every day in the classroom.

## Industry Links

At BPP Law School, we’re immensely proud of our close relationships with key stakeholders throughout the legal profession. We collaborate widely: with government agencies, magic circle and high street firms and leaders in commerce and industry. Their feedback allows us to continually develop our programmes and to ensure we are truly meeting the evolving needs of the profession. In the classroom, we require students to adopt a professional approach to their studies. We also assist them to develop their legal skills in a manner which takes account of current sector needs. One of the most rewarding aspects of my work is knowing that I’m playing a role in educating our legal professionals of the future, both within the UK and globally.

## Employability

On meeting new students, I always ask about their career plans, so I can offer them individual support and help them achieve their goals. I encourage my students to identify a key public law issue of the day which is of interest to them. I encourage them to keep a watching brief on the issue, and to ensure they have a sound understanding of the public law issues arising. It’s important at interview to be able to demonstrate not just an understanding of the law, but a real interest also!

## Community Engagement

Part of our role on the Public Law team is to ensure that tomorrows’ lawyers appreciate the significance of the rule of law. In the classroom, I regularly encourage my students to demonstrate their commitment to the rule of law by facilitating access to justice. Voluntary work is an important way of doing that. Our Legal Futures Team assists students in gaining valuable legal experience by doing *pro bono* work. For example, students can assist on a range of projects, including our BPP Legal Advice Clinics.

“Every workshop is a chance to collaborate with our great lawyers of the future and to create something unique.”

[maevehosier1@bpp.com](mailto:maevehosier1@bpp.com)

# “Impactful” Teaching Mnemonic

Naoimh Hughes

**Interactive**: Create a safe learning environment which is interactive and informative.

**Meaningful**: Make the subject matter meaningful by linking it to topical news stories.

**Professional**: Enrich the session with stories from our own professional experience.

**Adaptable**: Be open to adapting teaching plans according to the class.

**Care**: Build a good rapport with students and let them know we care.

**Team**: Let’s share ideas and experiences with each other to enhance our teaching.

**Feedback**: Reflect on student feedback to improve teaching practices.

**Understanding**: Ensure students leave the class with a better understanding of the topic than when they entered.

**Learner-centric**: We all learn in different ways. Tailor lessons to cater for individual learning needs.

# Kahoot! EDU: Putting student engagement first

Michael Joshua

Start using the all-in-one campus engagement platform. With time-savings features powered by AI and an easy to use interface for faculty, staff and students, Kahoot! EDU takes learning to the next level.

How can I use it? Test understanding! Check application! Blend learning with traditional methods! Energise students! Facilitate interactive brainstorming!

## Excite interest and learning with these features:

Improved formative results: Higher student engagement and understanding the material better translates into higher formative results.

Active learning: Kahoot enhances student active learning techniques, fostering collaboration, group work, and dynamic teaching.

Online programmes: Make the most of the Kahoot experience to engage and motivate students in online programmes and distance learning experiences.

Transform learning material: Kahoot transforms material into interactive information which encourages a growth mindset amongst students.

Neurodiversity: Kahoot helps people from different learning spectrums to learn more as opposed to traditional learning methods.

Student-led learning: Kahoot empowers students with access to Kahoot creator allowing them to make flashcards, create study groups, take practice tests and set learning goals.

Enhance learning using Kahoot: Engage tech savvy students leveraging digital learning to build excitement and engagement.

International students: Kahoot overcomes cultural barriers creating improved engagement with international students.

## What students say!

“Love the Kahoots.”

“The Kahoots and quizzes made the workshops engaging and helped me remember important points.”

“I enjoyed the Kahoots. Overall this has been my favourite seat so far.”

“I enjoyed the quizzes - they were really useful in bringing everything together. The classes were fun and very interactive.”

# Wellbeing homework: Building in wellbeing “homework” that aligns with the stage of the programme.

Hannah Machin

On the left of the page:

Down arrow with Induction at the top and Revision at the bottom.

To the left of the arrow is the following sentence - Perspective: You are MORE than the LCC/SQE/BTC.

To the right of the arrow are the following activities:

* Wellbeing hour: Take one hour in the week entirely for yourself.
* Boundary setting: Identify what matters most to you in the week and protect it.
* Self-care: Exercise, dance to loud music, have a “device” free evening, go outside during breaks, read fiction.
* Receiving feedback: Read and walk away. Come back with a cup of tea and a biscuit! Remember developmental purpose.
* The run in…: Notice something that makes you smile. Make a revision plan.

On the right of the page:

Rapport

* Creates an inclusive/supportive learning environment.
* Improves approachability with concerns/disclosures.

Resilience

* Provides tools to manage own wellbeing.
* Mitigates stress.

Confidence:

* Engenders positivity and a sense of control.

# Adapt to Impact

Tamsyn O’Connor

## What do your students respond to?

* Ugh???
* Enthusiasm
* Stories
* Knowledge
* Humour

“Very engaging - I feel motivated to do work well.”

“My tutor has a very effective, participation focused approach to teaching which usefully incorporates constant revision and interaction with peers in group working.”

“My tutor is a very engaging teacher who ensures that relevant information is retained by everyone. My tutor really brings the course content to life with their explanations and demonstrations by tying them into practice. I really enjoy their lessons.”

“I really enjoyed my tutor’s teaching style. They kept the class very engaged and pushed them to their best.”

## Making sure you are all singing from the same hymn sheet: maximising impact for all your learners.

Constantly adapt your teaching style, not just between lessons, but within lessons:

* **Dynamism** – move around the classroom, be expressive, grab their attention.
* **Eye contact** – try to engage with all your students directly, increasing trust and confidence, providing focus for each student.
* **Feedback** – provide encouragement for all. Build on that feedback, there is always something you can add.
* **Humour** – shifts the focus, grabs attention, re-engages.
* **Enthusiasm** – let it shine through
* **Stories** - the power of a story
* **Self-deprecation** - break down barriers, increase relatability. Remember, We were all trainees once!
* **Quizzes**– increase memory retention, appeal to competitive students
* **Context** – Focus on the macro, before diving into the details. Why are we learning about this? Why do we need these laws? Who were they designed for?

Keep changing your tune!

# Impactful Teaching Practice: Tutor as client

John Reynolds

[johnreynolds@bpp.com](mailto:johnreynolds@bpp.com)

My teaching practice is setting the law in its context: switching from considering abstract and theoretical material to students applying it in a practical and commercial manner to advise the tutor as their client

## Context

understanding law in context…

Workshops consider a high volume of technical legal concepts and students must master some challenging points to achieve the learning outcomes they will be assessed on. Yet students may overlook the practical implications of the material.

So students need to develop their legal knowledge *and* have conviction in its application. My techniques help students to embed both knowledge *and* its practical application.

My technique helps students to understand what is important to clients and enhances their skills as future legal advisers.

## Impact

… theoretical to practical…

In the workshop exercises, I ask students to clearly explain to me – as if I am their client:

* What the law in that provision or case means?
* What the implications of the law are for me as a client?

I also ask students to explain to me the how their legal advice impacts the client’s commercial aims and to consider relevant practical implications.

## Benefits to students

…developing students into advisers

* requires students to break down technical and abstract legal concepts in their own words to explain and simplify for the client…
* …this develops their understanding of the law and makes it easier for students to digest and learn complex material
* develops student cognition to think critically about the application of the law thus further consolidating their knowledge
* prompts students to identify and explain what the legal risks and benefits are for clients …
* …enabling students to tailor their advice to the client’s legal and commercial aims…
* …honing their advisory skills and focusing attention on the critical issues to a client.

# Inclusive Small Group Teaching

Alison Sherrington

## Ideas for creating a safe space in the classroom

Get to know your students - Where are they in their professional journey? Can you give them your perspective from practice? Are they doing any part time work related to the course?

Be on first name terms - Learn students’ names and use them as soon as possible. Tip: make a map of the room and ask/note names during the first class. Redraw the map for each class as students come into the room.

Recognise neurodiversity - Doing BPP’s training on neurodiversity makes it easier to understand why some students may approach class differently.

Use student experiences in class - What do your students already know about the topic? Can you ask them and bring in their knowledge or real-world experience during the session?

Poor behaviour: Ask one more question - Why are they late? Why haven’t they provided their work ahead of class? Often there is a reason. Can you offer help or direct them to support?

Student questions: Think why they are asking - Why is a student asking a particular question? Try to understand how their confusion has arisen before starting to answer.

Use their work – During class, show good work submitted in advance by using a smartboard. Where a common mistake is made, make it a positive – everyone can be made aware of it.

Adapt your approach – Are the students buoyant/energetic/tired/stressed? By reading the mood of the classroom you can adjust an activity – get the students up? Or allow individual work?

Group work: Everyone has a role – Value all contributions during group work that demonstrate professional skills e.g. timekeeping, group motivation or active listening and not just the correct law and analysis.

Value all ideas – Even if a student is off track, credit their thought process where possible.

[alisonsherrington@bpp.com](mailto:alisonsherrington@bpp.com)

# The Yellow Brick Road to Success: Using Learning Objectives for Maximum Impact

A Measure of Confidence and Demonstration of Progress on the Journey to Success

Laura Shuttleworth

Image of a rainbow over a green field, with the following quote: “You’ve always had the power my dear, you just had to learn it yourself.” (Glinda, the good witch).

## Ever thought of a way to maximise the impact of Learning Objectives in teaching?

Learning Objectives can be more than just a roadmap for the structure of Workshop.

They can be used to:

* Help tutors to gauge student confidence, competence and preparedness
* Reinforce the Learning Cycle and the importance of each stage.
* Encourage students to pause, reflect and have confidence in their progress and their journey along the road to success.

## At the start of a workshop

“Based on your prepare and apply work, how confident do you feel on a scale of 1 – 10 that you can achieve these learning objectives?”

## During a Workshop

Remind students of the objective that they are working towards, part of the journey they are on, as they collaborate.

## At the end of the workshop

“Having collaborated, how confident do you feel on a scale of 1 – 10 that you have achieved these objectives?”

## Student Impact

* Increased confidence
* Better understanding of progress through collaboration
* Better understanding the learning journey
* Opportunity to pause, reflect and set goals for further progress and development

## Tutor Impact

* Facilitates gauging student preparedness, confidence and understanding.
* Instant informal feedback – have I done my job for these students?
* Opportunity for intervention if confidence remains low or unchanged.
* Facilitates introduction of the consolidate stage of the learning cycle as the next step of the journey.

[laurashuttleworth@bpp.com](mailto:laurashuttleworth@bpp.com)

# Team Biographies

**Alison Adams** is a Senior Lecturer at BPP and has worked as a tutor within the law school for nearly 15 years. Alison joined BPP from the private client department of a regional firm and during her time at BPP has taught several different subjects, and a range of professional skills, across multiple programmes. Alison previously worked within BPP as a Programme and Module Leader but is now Lead Tutor for the Wills & Administration of Estates module, which she is currently teaching on the SQE programme.Alison is an enthusiastic tutor who loves teaching and is committed to helping students achieve their potential. WAE is Alison’s favourite subject, and she enjoys convincing students that, although they might not have realised it, WAE is also their favourite subject. When not teaching or reading online forums about technical points of trusts law, Alison can be found enjoying a book, experimenting with different types of headstand, or spending time with one of her (too many) cats. [alisonadams1@bpp.com](mailto:alisonadams1@bpp.com)

**Susie Allen**. Before becoming a tutor for BPP, I played a long game of academic and vocational pinball. My undergraduate degree was in languages. I converted to law (via an art history course) and qualified as a solicitor in 2007. I practised in employment law on and off for 12 years – the “off” period being another round of pinball in the form of an MA in contemporary art and curating -before joining BPP as a tutor in 2019. My final round of pinball was a return to practice in 2022. I realised I am not very good at pinball though - and I really missed my colleagues – so I returned to BPP last September. I mainly teach tort, land and employment. I have been a lot more involved with apprentices recently. Whilst I was initially apprehensive about the additional responsibilities and purely teaching online, I recognise that it has challenged me for the benefit of my practice. [susieallen@bpp.com](mailto:susieallen@bpp.com)

**Julio-Cesar Betancourt** qualified as a lawyer in 2001. He holds a bachelor’s degree in law, a master’s degree in international business law, and a joint PhD in private law. He is currently the Lead Tutor in International Dispute Resolution and Arbitration at BPP. Julio-Cesar spent most of his legal career as an in house-counsel to an international joint venture between one of the largest transportation companies in Latin America and one of the world’s oldest ocean carriers, serving clients such as Procter & Gamble, McDonald’s, Pirelli, Johnson & Johnson, among others. He has been awarded two merit awards for his work as a commercial lawyer. He has held visiting positions ꟷ whether as an academic, guest speaker or researcher ꟷ at several universities, these include King’s College London, Queen Mary University of London, the Royal University Institute for European Studies, and the University of Salamanca. He has authored, edited, and co-edited several publications in the field of alternative dispute resolution, negotiation, mediation, and international arbitration. Prior to joining BPP, Julio-Cesar was a Junior Academic Visitor at the Commercial Law Centre, Harris Manchester College, University of Oxford. He was also the Chartered Institute of Arbitrators’ Head of Research and Academic Affairs. [juliocesarbetancourt@bpp.com](mailto:juliocesarbetancourt@bpp.com)

**Louise Bold**. I’ve taught at BPP for almost 19 years. I used to get mistaken for a student when I first arrived, sadly, no longer! I’ve taught Property law and practice, debt finance, solicitors accounts and skills on the LPC and SQE and I currently teach the Consortium students debt finance on their bespoke Plus Programme. Having been part of the old LPC training team for many years I’m a firm believer in making my teaching student-centred - it can be hard work but it’s worth it to improve the students’ understanding, retention and engagement. [louisebold@bpp.com](mailto:louisebold@bpp.com)

**Ed Broadhurst**. I trained with a regional firm in the West Midlands, qualifying into the Commercial Property department, which was my last and favourite seat. The pull of London became too hard to resist, so I made the move as an NQ to work initially in local government for a couple of years before transferring back to private practice. My last 'post' was senior solicitor for a firm whose clients were local authorities, and again my focus was commercial property. In my spare time I love to hike long distance paths. I’ve been trying to learn piano from YouTube for years. [edwardbroadhurst@bpp.com](mailto:edwardbroadhurst@bpp.com)

**Trisha Cripps**. I graduated from the University of Durham with a Law degree and completed the Legal Practice Course at the College of Law, York in 1996 and my interest in teaching began during my time as a student on the Legal Practice Course. I nevertheless went onto qualify as a solicitor in 1999 and then transitioned to a career in teaching in 2006, when I first joined BPP Manchester as a freelance tutor. I have been a permanent member of the teaching team since 2007, teaching across various programmes including LApps and SQE2, but my focus has always been Contract Law, which I originally taught on the Graduate Diploma in Law programme and continue to teach now on the Law Conversion Course. My role at BPP is varied, but teaching has always been my first love and continues to be the part of the job I enjoy the most! [trishacripps@bpp.com](mailto:trishacripps@bpp.com)

**Jane Hillmen**. I have been a law tutor at BPP for 25 years, having qualified as a solicitor back in the mists of time and spending about 10 years in practice in London and the Southeast as a Disputes Resolution lawyer (we called it Civil Litigation then).At BPP my main ‘home’ was in the LPC team, now SQE and City Consortium Plus Programme teams. I have also been involved with numerous other projects, modules and programmes over the years including being a module leader for Interviewing and Advising for a long time (too long) and a member of the former LPC Training Team.I have loved the fact that there is always something different to get involved with in this job and so many possibilities for personal development. It relevant the opportunity to become qualified in teaching with a PGCE and a Fellow of the HEA through Headway. I like creating material, so being on the design team was great and, having been out of practice for a long time now, it’s brilliant to work with the firms in developing current content which is relevant to students’ future practice. [janehillmen@bpp.com](mailto:janehillmen@bpp.com)

**Maeve Hosier**. I am a tutor in law at the BPP Law School and I currently teach Public Law on the LCC programme. I also supervise students on our LLM programme. I am an academic lawyer, and I also work as legal research consultant (on a part-time basis). My research interests include Lawyers’ Regulation, EU Law, Public Law, Criminology, Human Rights, University Rankings and AI. I have published widely, both in academic journals and the general media. My research, including my work on the Regulation of the Legal Profession, has had a demonstrable impact on policy in several jurisdictions. In my capacity as a legal researcher, I have assisted the United Nations Committee on the Rights of Persons with Disabilities (UNCRPD). I’m currently working on a case analysis of McDonald’s Corporation v Steel & Morris [1997] EWHC 366 (QB) which is focusing on the Article 6 aspects of the case. [maevehosier1@bpp.com](mailto:maevehosier1@bpp.com)

**Naoimh Hughes.** Naoimh joined BPP Law School in November 2023 and teaches Criminal Law and Practice on the SQE1 programme in London. She is a qualified Duty Solicitor with over 13 years’ experience in the field of Criminal Defence and holds a degree in Law with Spanish from the Queen’s University of Belfast. Prior to qualifying as a solicitor, she worked with domestic and international human rights organisations, including the United Nations Office of the High Commissioner for Human Rights (Geneva), Front Line Defenders (Dublin) and the Bar Human Rights Committee of England & Wales (London). [naoimhhughes@bpp.com](mailto:naoimhhughes@bpp.com)

**Michael Joshua.** Michael's impressive background spans both legal practice and higher education. As a Fellow of the Higher Education Academy, he brings over 5 years of experience to his role as a law tutor at Holborn. His teaching portfolio includes property law and practice, debt finance, and skills sets such as solicitors accounts, interviewing and advising, employability, and preparation for practice workshops. Michael has been involved in various programs, including the SQE, CCP, Accelerated LPC, Fast Track LPC, and FTC. His extensive private practice experience as a Solicitor/Partner Head of Real Estate at firms like Gunnercooke, GRM Greenwoods, Allen & Overy, and Norton Rose Fulbright has equipped him to train legal trainees paralegals and clients. Additionally, he has contributed to recruitment panels and served as a committee member for charities. [michaeljoshua@bpp.com](mailto:michaeljoshua@bpp.com)

**Hannah Machin.** I am a Senior Lecturer in the Leeds Law School mainly teaching Trusts Law (LCC) and Wills and the Administration of Estates (SQE). My background is in corporate firms practising pensions. I have been at BPP since 2017 and have taught across the LCC, LLB, LApps and SQE1&2 in Leeds, Manchester and online as well as supervising LLM projects and a stint as a Centre Programme Leader (LCC).Inspired by my experiences as a Programme Leader and the (highly recommended) mental health first aid course, together with observations of increasing learner anxiety, my recent focus has been on pastoral and wellbeing support and ways in which I can integrate this into my teaching practice.Outside work my interests used to mainly involve watching sport of any kind (in particular cricket) but now include trains, jigsaws and Julia Donaldson. [hannahmachin@bpp.com](mailto:hannahmachin@bpp.com)

**Tamsyn O’Connor.** Tamsyn joined BPP in September 2019, lecturing on the Civil Litigation course of the Dispute Resolution and crossed to the SQE teaching the first pilot of Dispute Resolution, and has taught on it ever since as one of the CCP lecturers. Tamsyn is also a portrait artist working on private commissions and is a member of Skylark Galleries on the Southbank. [tamsynoconnor@bpp.com](mailto:tamsynoconnor@bpp.com)

**John Reynolds.** John is a Senior Lecturer at BPP Waterloo. He currently takes Company Law and Land Law workshops on the LCC Programme. He has wide experience teaching other modules and has taught on the full range of programmes. Prior to joining BPP in 2015, John practised as a solicitor, acting on a diverse range of international and national matters, contentious and non-contentious. He trained at a City firm and subsequently worked at a large national firm (commercial and insolvency litigation) and at a US firm (international litigation and product liability). His experience includes arbitrations and mediations. His main legal interest is corporate disputes and insolvency, though that cannot keep him from indulging in tennis and DIY where time permits. [johnreynolds@bpp.com](mailto:johnreynolds@bpp.com)

**Alison Sherrington.** Alison has been teaching at BPP Law School for 5 years. She initially taught the LPC and is currently a tutor in Holborn on the City Consortium Plus Programme and SQE 2. Alison is an ex-commercial litigation solicitor and specialises in Commercial Dispute Resolution, Advocacy and Legal Drafting. Alison has obtained a PGCLT at BPP and has become a Fellow of the Higher Education Academy. Alison is interested in diversity and in creating inclusive spaces in the classroom. [alisonsherrington@bpp.com](mailto:alisonsherrington@bpp.com)

**Laura Shuttleworth**. I am a qualified solicitor and prior to joining BPP, I practiced employment law in the public and private sectors for almost two decades. I also held practising and non-practising, operational and strategic roles whilst working in the public sector. I joined BPP as a tutor in Manchester in January 2023, seeking a new challenge and an opportunity to make a difference to those starting out on their careers in the law. Having become involved in the delivery of SQE2 courses early in my time at BPP, I quickly realised that I enjoyed focusing on supporting the development of professional skills: equipping students in a very practical way for their future as legal practitioners. In November 2024, I was appointed SQE2 Award Leader. My roles involves overseeing the end-to-end student journey for SQE2, as one part of BPP’s suite of SQE programmes. I enjoy using my skills and experience in this role; working closely with colleagues across the business to deliver the best possible learning experience. I also enjoy the opportunity to get into the classroom to develop my teaching. Outside of work, I like to spend my time with friends and family and take long walks with my spaniels. [laurashuttleworth@bpp.com](mailto:laurashuttleworth@bpp.com)

# Endnote

## Compendium Team Biographies

**Ben Ferris.** Ben qualified as a solicitor in 2001, practising IP and IT law for 5 years before moving into teaching, where he developed a passion for the classroom experience, watching students' confidence grow and supporting and mentoring those new to teaching. Since 2019 Ben has held the position of Head of Training and Development at BPP Law School where he oversees the pedagogical and technical training of all faculty. His overarching philosophy is that teaching well is fundamentally a simple exercise...be professional, care about your students and be authentic. That's not always easy to do, but it is simple! [benferris@bpp.com](mailto:benferris@bpp.com)

**Nicola Rees.** Nicola has worked at BPP for 7 years. During that time, she has taught on the LPC, worked as part of the LPC Programme team and since July 2021 has been the Deputy Head of Law School Training and Development. Nicola has a particular interest in the transition from legal professional to academic life and supporting tutors as they follow that journey. She also hosts the Law School Scholarship Book Club, where tutors meet to discuss a piece of educational theory or literature and consider how they might use it in their teaching practice. When she is not at work Nicola can usually be found in her garden or chasing her 4-year-old son around (sometimes at the same time!). [nicolarees@bpp.com](mailto:nicolarees@bpp.com)

**Matt Roden.** Matt initially joined BPP in June 2015 as a Law School Tutor in the Birmingham centre. Due to his practice background, he primarily taught on corporate law and business-related modules on the Legal Practice Course (‘LPC’). He then took on the role of a Module Leader on the LPC and later became a local Law School Training Manager for the Birmingham centre. Since February 2023, Matt has held the position of Deputy Head of Law School Training and Development. He is primarily focussed on addressing any tutor, coach or apprenticeship advisor development needs on the Legal Apprenticeship programmes. He also organises the quality and observation processes for that same programme. [matthewroden@bpp.com](mailto:matthewroden@bpp.com)

## Editorial Team

**Professor Dawne Irving-Bell, PhD.** Dawne is a Professor of Learning and Teaching. With experience working in secondary, further, and Higher Education settings Dawne is passionate about inspiring students, enabling them to achieve their full potential. Dedicated to raising the profile of Scholarship, and passionate about creating opportunities for others, Dawne established The National Teaching Repository, is a NTF, PFHEA, holds a Collaborative Award for Teaching Excellence, and received a National Award presented at the IET in recognition of her outstanding contribution to Teacher Education.

**Associate Professor Alexander I. Griffiths, PhD, EdD, FRSA.** Alex is an Educational Social Scientist based at BPP University, UK, where he is Associate Professor of Academic Leadership and Director of Academic Governance & University Proctor. Initially training as a research psychologist in the areas of Social, Cognitive, and Developmental Psychology at the Universities of St Andrews (MA, PhD) and Cambridge (MPhil), he then went on to hold various posts that included teaching, research, professional leadership roles relating to educational quality and governance, as well as leadership roles developing and supporting the student experience at the Universities of St Andrews, Stirling, and now BPP University. Whilst working in these leadership roles, Alex completed a Professional Doctorate in Education (EdD) at the University of Glasgow where he fostered his current research interests that focus on exploring the debate on what the nature, role, and purpose of 'the University' is, and the effect this has on both on those who study and work there, but also broader society. Key debates in Alex's work centre on exploring concerns in relation to the labour conditions of university staff; reflecting on governmental and societal expectations of universities and the challenges this poses for the sector; and developing solutions to support the professional practices of higher educators by influencing educational leaders and policy makers to use research-informed decisions in their approach to changing and reforming educational systems and institutions.

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