

Innocence Project

Module title			
Innocence Project			
Module NFQ level (only if an NFQ level can be demonstrated)	Module number / reference	ECTS Value	Duration
Level 8 NFQ	LLBH - INPT	10 ECTS	24 weeks.
Parent programme(s). Principal programme title, and embedded(s) if relevant		Stage of parent programme	Semester No.
Bachelor of Laws (Honours)		3	1 and 2
Bachelor of Laws (Honours) in Criminal Justice		3	1 and 2
Bachelor of Laws (Honours) in Commercial Law		3	1 and 2
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face			
Workplace			
Online			
Other (Identify)	100% (Independent case work under the guidance of the directors of the Innocence Project)		
Entry requirements (statement of knowledge, skill and competence)			
See Section 4.2 of programme document			
Maximum number of learners per instance of the module	Sixty (60)		
Average (over the duration of the module) of the contact hours per week	1		
Pre-requisite module title(s) (if any)	Law of Evidence		
Co-requisite module title(s) (if any)	Miscarriage of Justice		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
PC with Microsoft Office, Zoom and access to the internet through which an individual can gain access to the Griffith College student intranet. PowerPoint or Word to present the information to the learners. Zoom will be required in conjunction with Microsoft Office in order to record the lectures when the module is being delivered for block release or for the Blended Programme when organised in advance. Zoom will also be required for the seminars through which the module will be taught (block release).			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module			
Role e.g. Tutor, Mentor etc	Qualifications & experience required:		# of Staff with this profile (WTEs)

Lecturer	The faculty member(s) administering the module are expected to hold at least a level 8 legal qualification, preferably with a professional legal qualification. It is an advantage to have completed the Certificate in Education, Learning and Development provided by Griffith College. Practising barristers and solicitors, or academics in the area of criminal law who are competent to oversee clinical work undertaken by learners.	0.25 WTE
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Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:60	10
Mentoring and small-group teaching	-	14
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		-
Independent Learning (hours)		226
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		250

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100				100%

Module aims and objectives

This module aims to develop in the learner an understanding of the causes of miscarriages of justice and how they can be prevented and rectified. It will prepare them the learner for legal practice through experiential learning and clinical legal education.

As well, it aims to inspire and instil a human rights consciousness in the learner, foster learning in an ethical context, and give the learner an opportunity to approach the study of law practically through clinical legal experience on actual legal cases in a structured and confidential manner.

Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

- (i) Apply and evaluate the principles of criminal law, constitutional law and the law of evidence as well as elements of administrative law in the context of legal work.
- (ii) Demonstrate a criminal justice and human rights consciousness.
- (iii) Show a critical awareness as to how mistakes, fabrications and imprecise science lead to wrongful convictions.
- (iv) Exhibit empathetic interview skills in meeting with clients and witnesses.
- (v) Demonstrate group and teamwork skills in meeting with supervising lawyers and caseworkers.
- (vi) Independently prepare reports thus further developing legal writing skills.
- (vii) Investigate and manage facts and engage in creative problem solving.
- (viii) Demonstrate developed investigative skills.
- (ix) Develop skills in reflective practice in the context of legal work.

Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

This module provides learners with clinical legal experience as well as an introduction to policy drafting and best practices in the management of legal cases in a structured and supervised setting. It engages all aspects of their critical and legal-analytical faculties in the examination of an actual criminal conviction. The provenance of the cases used in this clinical legal setting is the Irish Innocence Project, which is housed within the Griffith College Law Faculty, but retains a separate legal personality and management structure, including an independent board.

Most saliently, the clinical nature of the work undertaken in this course allows the learner to demonstrate independent critical judgment and analytical skill to support personal and career development (IPLO 9). It also engages directly with IPLO's 1-9 and 10 as learners examine the development of law surrounding evidence and the overturning of criminal convictions, examine actual cases submitted to the Irish Innocence Project by clients claiming that they are factually innocent, coordination with supervising attorneys, drafting of legal correspondence for the internal use of the project and external recipients. Learners specifically develop IPLO 1 in the drafting of documents and use of case management systems such as Clio.

Information provided to learners about the module

The learners will have in their possession their Faculty Handbooks from their previous year. The Faculty Handbook provides general information about the faculty, its staffing, resources, and operation. Detailed programme information is supplied through Moodle, including copies of the approved module descriptors from the accredited programme (detailing related teaching, learning and assessment) along with a programme timetable. Another copy will be provided to the learners upon their request.

During the first class of the Module, learners are given a detailed outline of the Module showing the schedule of delivery and the dates when assignments are released and due for submission.

Moodle is used to provide learners with ongoing access to module related information, from the handbooks and module outlines provided in advance of the module commencement, the lecture

material and links to related resources provided on a scheduled basis in line with the module delivery.

Module content, organisation and structure

The module is organised around an induction after the recruitment of student caseworkers is complete in early autumn. On a fortnightly basis, case assessment meetings are held between the direction of the project, supervising lawyers and learners. At least three times a year, workshops are held on issues relating to miscarriages of justice of roughly two hours' length. Outside of these fixed hours, learners structure their own work and reflective practice in conjunction with their supervisors. During the workshop, tutorial-style discussions, group work sessions and exercises take place. Formative assessment is provided through tutorial-style discussion, group work and exercises focus on specific case law and problem-based learning. The lectures are supplemented by structured on-line resources and reading.

Module teaching and learning (including formative assessment) strategy

Learners are given frequent review of their progress on casework by the faculty liaison and supervising lawyers. Learning takes place primarily through clinical participation in the Project, including, but not limited to, drafting case reports, interviewing witnesses, going on prison visits, and drafting policy documents under close supervision. Induction presentations and materials are available for learners via Moodle. Workshops and fortnightly meetings provide opportunity for collaborative (formative) assessment of casework.

Work-based learning and practice-placement

The Innocence Project module is a clinic- and classroom-based 10 ECTS credit module and does not require work-based learning and practice placement.

E-learning

Moodle, the College Virtual Learning Environment is used to disseminate notes, advice, and online resources to support the learners. E-learning activities include learner feedback, forums where learners contribute, formative quizzes and video links. The learners will also have access to a number of other online resources through the library such as access to databases and research tools (Westlaw.ie, Westlaw.uk, JustisOne (vLex) and Hein Online) as well as access to online copies of books published from Bloomsbury Online.

Module physical resource requirements

Requirements are for a fully equipped meeting space and case storage facility, along with meeting and work areas for student caseworkers. The Innocence Project office should be equipped with highspecification PC's have installed the Clio case-management software and Microsoft Office.

Reading lists and other information resources

Learners are expected to have read their individually assigned cases and related materials. Other reading materials are proposed to the learner as the module progresses. Learners should be cognisant as well of the reading and module materials from the Miscarriages of Justice module (co-requisite). They will also be provided materials related to keeping a learning journal (e.g., Moon, J. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*. 1st edn. London and New York: Routledge.).

The learners much also read Innocence Project core materials and induction materials and learning pack, continuing training materials, and select articles.

e-Resources

- *Bloomsbury Professional Online*
- *JustisOne – Vlex*
- *Westlaw.ie*
- *Westlaw UK*
- *Heinonline*
- *Griffith College Library Website*

Specifications for module staffing requirements

Lecturers qualified to at least a Level 8 legal qualification (LLB (Honours), preferably with a professional legal qualification and a third level teaching qualification (e.g. Certificate in Education, Learning and Development offered by Griffith College). Learners also benefit from the support of the Programme Director, Faculty Administrators, a dedicated Learning Technologist Office, the Learning Supports Office, at least one Learner Representative for each Stage, the Students' Union and a free (off campus) Counselling Service.

Module summative assessment strategy

This module is assessed through continuous assessment with three components: clinical participation, a policy document of 3,000 words and a reflective journal. These assessment pieces are marked by a designated member of the law faculty with responsibility for clinical legal education, who supervises individual learner caseworkers in their participation in the Project and reflection on the case(s) on which they are working. In terms of clinical participation, the learner is assessed as a protoprofessional; the level of industry and application and diligence in working on the file, the writing of reports and the handling of correspondence, the level of creative lawyering and thinking, punctuality and timeliness, attendance and contribution at meetings and discussions as well as the conduct of interviews with clients and witnesses. Clinical Participation is worked 40% of the marks. An additional 40% of marks is allocated to a policy document to be produced by the student of 3,000 words which examine a contemporary or historical issue related to human rights, criminal law, access to justice, miscarriages of justice, or related fields. Finally, 20% of marks is allocated for a reflective journal on the case the learner has been selected to be on submitted and evaluated at the end of the year but designed to be a form of continuous reflective practice for the learner.

The following table indicates the module's learning outcomes' alignment with the assessment used for the module:

No.	Description	MIMLOs	Weighting
1	Clinical Participation Portfolio	i – viii	40%
2	Policy Document (3,000 words)	i, ii, iii	40%
3	Reflective Journal (1,500 words)	ii, iii, viii, ix	20%

Reassessment/Repeat assessment strategy: Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.
- In the event of the learner failing the exam, learners will take the re-sit exam at the next available sitting, details of which will be made available to learners via Moodle.

Sample assessment materials

Please see sample assessment supplementary document.