

3.16 Module 32 Innocence Project

3.16.1 Headline information about the module

Module title	Innocence Project
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	Module 32
Parent programme(s) the plural arises if there are embedded programmes to be validated.	LLB (Hons)
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	Semester 1 and 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	Full-Time, Part-Time
Entry requirements (statement of knowledge, skill and competence)	CV and application process co-managed by Law Faculty and Innocence Project Board. Successful completion of Stages 1 and 2 of this programme;
Pre-requisite module titles	Law of Evidence, Criminal Law, Constitutional Law
Co-requisite module titles	Miscarriages of Justice
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	<p>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 Training and Education provided by Griffith College.</p> <p>Practising barristers and solicitors, or academics in the area of criminal law who are competent to oversee clinical work undertaken by learners.</p>
Maximum number of learners per centre (or instance of the module)	60
Duration of the module	Two Semesters, 24 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	1
Module-specific physical resources and support required per centre (or instance of the module)	The Innocence Project has two dedicated offices in the through the Law Faculty on-campus in both Dublin and Cork. There is access to computers and the project has a secure online record management system, CLIO. There is also part-time administrator who assists with the burden of correspondence.

Analysis of required learning effort (much of the remainder of this table must also be presented in the programme schedule—take care to ensure consistency)										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
10	1:60	14	1:20				226			250
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100				100%		

3.16.2 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.

3.16.3 Minimum intended module learning outcomes

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

- (i) 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) Develop 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.

3.16.4 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, co-ordination 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.

3.16.5 Information provided to learners about the module

- Module Descriptor
- Learner Handbook
- Caseworker Handbook
- Descriptions of assessment strategy
- Pro-Forma Documents.

At the start of the Academic Year, learners will receive their Faculty Handbooks. 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 along with a programme timetable detailing related teaching, learning and assessment.

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.

3.16.6 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.

3.16.7 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.

3.16.8 Work-based learning and practice-placement

The Innocence Project module is a clinic- and classroom-based module and does not require work-based learning and practice elements.

3.16.9 E-learning

Case materials and correspondence are accessible via CLIO, a cloud-based case management system. Students have access to Zoom video-conferencing software for meetings. All learners have access to an extensive range of library resources that can be remotely accessed via Moodle.

3.16.10 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 high-specification PC's have installed the Clio case-management software and Microsoft Office.

3.16.11 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.

3.16.12 Specifications for module staffing requirements

The faculty member responsible for the module should have at least a Level 8 legal qualification (LLB (Honours), BBL, BALB, preferably with a professional legal qualification and a third level teaching qualification (e.g. Certificate in Training and Education). The Project itself must also retain an administrative assistant (part-time) for the business of the Project and to ease the burden of correspondence.

Learners also benefit from the support of their respective Programme Director, Programme Administrator, Lecturers, a dedicated Learning Technologist, Learner Representative, and Students' Union and Counselling Service.

3.16.13 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 proto- professional; 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.

No.	Description	MIMLOs	Weighting
1	Clinical Participation	i – viii	40%
2	Policy Document	i, ii, iii	40%

3	Reflective Journal	ii, iii, viii, ix	20%
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3.16.14 Sample assessment materials Policy Document

Please produce a policy document that focuses on one of the possible or actual causes of miscarriages of justice in and suggest a legislative reform that responds to these potential or actual risks of unsafe convictions.

Length: 2,500 to 3,000 words with appropriate referencing in OSCOLA style.