

Student Journey Guide



qLegal

The small print for BIG IDEAS

Welcome to qLegal!

Welcome to your qLegal Journey Guide – your personalised resource for crafting your unique learning experience.

In this guide, you'll find tools designed to empower you on your journey at qLegal, and to help you reach your full potential.

If you have any programme-specific questions, be sure to consult your Student Handbook and refer to QM+.

Sincerely,

The **qLegal** Team

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qLegal manifesto

We are here to learn and gain knowledge in ways which might be different from what we are used to in a classroom.

We are not here to be perfect.

We try in a safe space for exploration and experimentation.

We agree to welcome constructive feedback and provide it when it is asked of us.

We want to actively listen, be curious, open minded, and take responsibility for our own learning.

We are here to build new friendships, create momentum and get inspired.

We sustainably source our sense of success.

We cultivate resilience by trying our best, and letting ourselves be seen.

We work collaboratively to share knowledge and support each other on the journey.

We trust ourselves to know enough.

We know that learning and personal growth are a lifelong journey.

My goals

Take a few minutes to write down your goals for the year ahead. Go back to this page throughout the year to check how you are doing and what you can do to improve:

1

2

3

Skills for the future

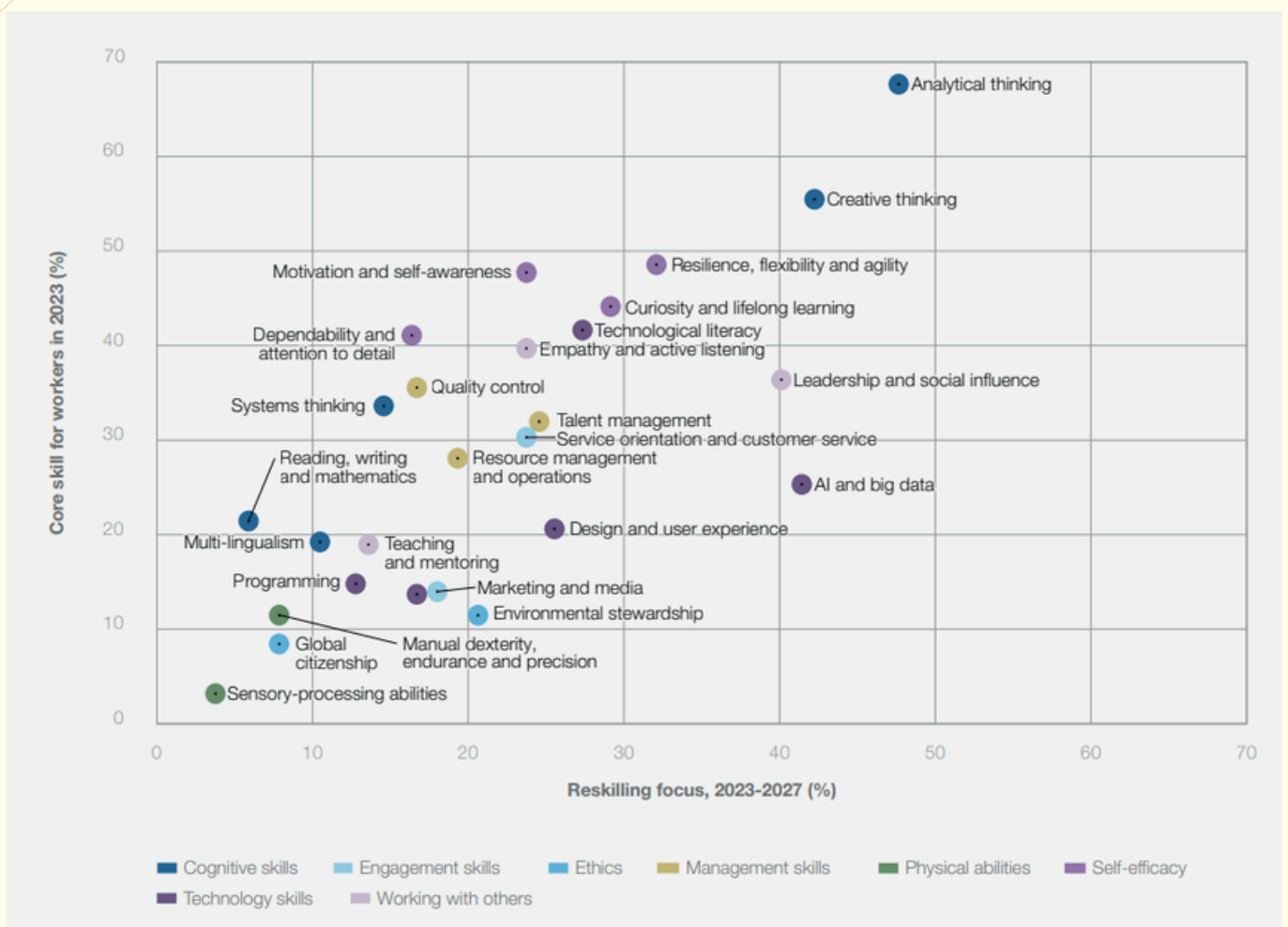
The Future of Jobs Report 2023 highlights the **central role of analytical thinking, which remains a core skill for most companies**, comprising 9.1% of their reported core skillsets. Following closely, **creative thinking emerges as the second-ranking cognitive skill**, surpassing self-efficacy skills like resilience, flexibility, agility, motivation, and self-awareness, along with curiosity and lifelong learning. Dependability and attention to detail are the fourth self-efficacy skills but rank sixth overall, behind technological literacy.

The top 10 core skills encompass two attitudes related to **collaboration, empathy and active listening, and leadership and social influence**—alongside quality control, constituting 5% of workers' skillsets. This underscores the growing importance of cognitive, self-efficacy, and collaborative skills, while skills in management, engagement, technology, and physical abilities are now considered to be relatively less critical.

Comparing this report to previous surveys reveals an **increasing emphasis on creative thinking relative to analytical thinking, reflecting the automation of workplace tasks**. Companies foresee cognitive skills, particularly creative thinking, growing in significance, with **technology literacy** ranking third among the fastest-growing core skills.

AI and big data skills, while currently ranked 15th, are the top training priority for companies in the coming years. The evolving skills landscape reflects the changing nature of work, with soft skills gaining importance alongside technical proficiency.

In summary, the report underlines **the evolving skills landscape, with a shift towards creative thinking and an increasing focus on AI and big data skills, leadership, and socio-emotional abilities.** Companies recognise the importance of adaptable and ethical workers in an ever-changing workplace.



Source: World Economic Forum, The Future of Jobs 2023, ISBN-13: 978-2-940631-96-4
 Notes: The Future of Jobs Survey uses the World Economic Forum’s Global Skills Taxonomy.

Understanding how I learn

Source: CoachBright, <http://www.coachbright.org/>

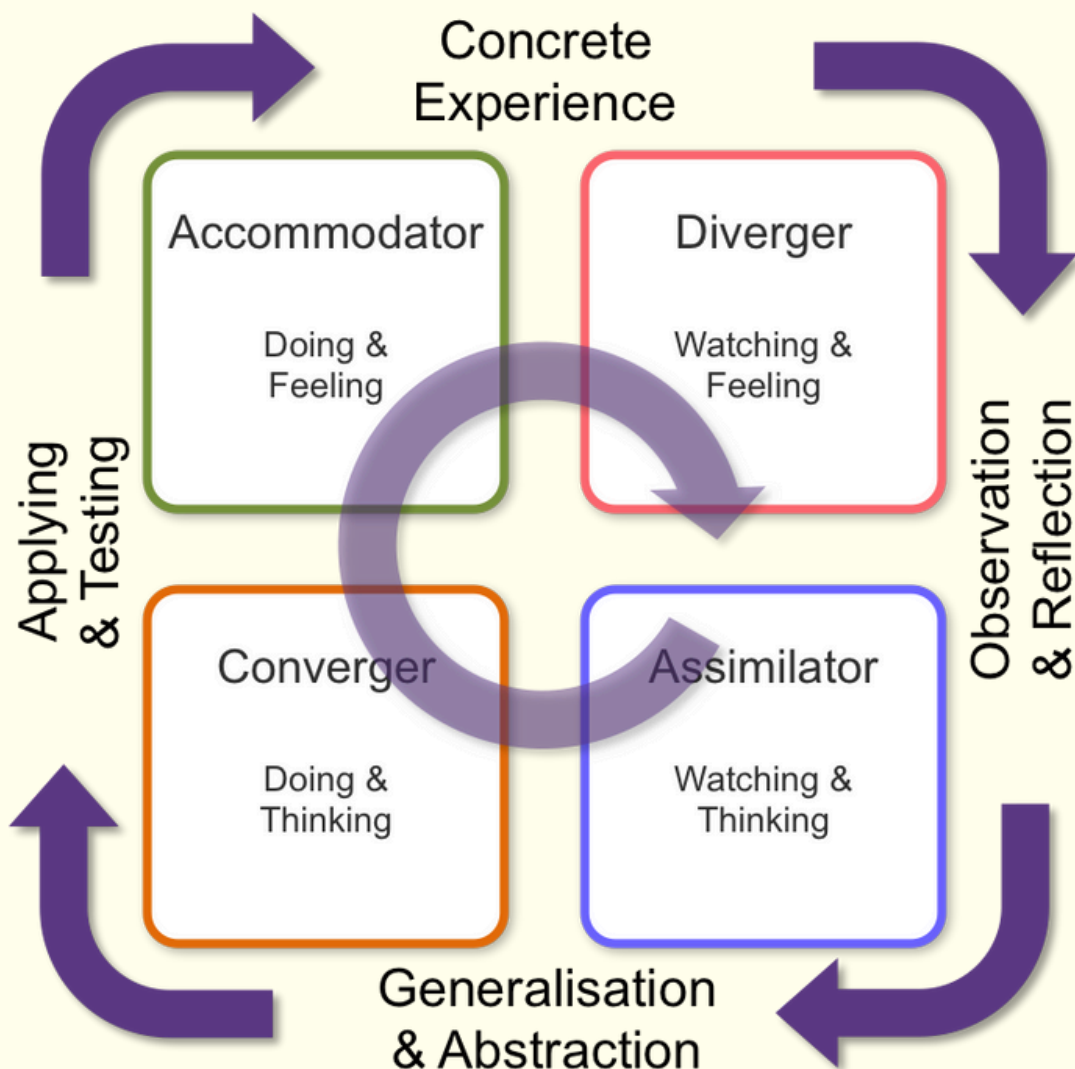
- David Kolb defines learning as ‘**the process whereby knowledge is created through the transformation of experience.**’ You can view this process (on the next page) as a cycle where we reflect on our direct experience to build and refine the theories and concepts, we use to guide our actions. Taking action offers new experience and so on...
- The learning cycle is reinforced by the **interplay between processes of gaining and transforming knowledge.** The north-south axis is the gaining knowledge dimension. We gain knowledge directly by concrete experience, or one step removed via abstract concepts – the experience of others in the form of theories, books, hints and tips. We build and modify concepts for ourselves in response to our own experience and as they develop, they enable clearer perceptions and finer distinctions of our experiences.
- Concept and experience continually modify each other via the transformation process on the east-west axis. We can transform our models and experiences by acting on the outside world (experimenting) or by focusing on our internal world (reflecting and observation). Each one reinforces the other; **to act without reflection can keep us repeating past mistakes; to reflect without acting can lead to paralysis by analysis.**

Exercise

The four elements are sometimes known as learning styles. Most people have a preference towards one or two of three. **Which do you tend towards in your own learning?**

The Kolb Learning Styles

David Kolb



Source: Management Pocketblog, David Kolb Experiential Learning, <https://www.pocketbook.co.uk/>

Understanding how I work

Source: Cassie Robinson's 'User Manual for Me', 2017.

This practical exercise is a great way for you to **reflect on how you like to work, particularly in terms of how you collaborate with others**. Take some time to fill out the below for yourself. You might prefer to journal your answers on a piece of paper first. Do copy your answers into this template to record it and be able to refer to it later.

I am at my best when

I struggle with

**Awesome support for me
looks like**

**You will know I need support
when**

Ways I like to communicate

I work best when

**How I like to process and
participate**

**Other things to know about
me**

qLegal's pedagogy

Pedagogy is commonly defined as **'the discipline that deals with the theory and practice of education; it thus concerns the study of how best to teach'**. We are also interested in how to best *learn*.

1. Pro bono & Clinical Legal Education


'Clinical Legal Education (CLE) programmes provide **pro bono services to the community while educating the next generation of social justice, pro bono champions.**'

qLegal is part of a wide network of UK and EU-based pro bono law clinics. Clinical legal education is a progressive educational ideology and pedagogy that is most often implemented through university programmes. Clinics are interactive, hands-on classrooms that promote learning by doing. Historically, CLE developed in the United States as part of an explicit social justice agenda and primarily in response to a lack of legal services for under-served groups.

Today, **CLE programmes offer clinic experience involving interaction with real clients.** CLE programmes are conducted under the supervision of experienced law clinicians and legal practitioners. CLE students also engage in a variety of community outreach programmes, including street law programmes.

2. Project-based learning (experiential, action learning, multidisciplinary)

Actively exploring real-world challenges and issues to acquire deeper knowledge and to generate and validate new ideas for interventions, responses, or solutions. **Project-based learning is a way of building and keeping momentum around learning, imbuing your life with purpose, and creating all kinds of opportunities to participate in the world.**



For example, managing a client case or organising a workshop in a group requires multiple skills, just like running a business. The same is seen across all other qLegal programmes. Each project is real and therefore a ground for experimentation and feedback.

Project-based learning has been found to have many benefits for a range of different learners including a **positive impact on self-worth, high levels of active engagement, relationship building and tackling real issues in the community**. The promise of seeing a very real impact becomes the motivation for learning. Project-based learning emphasises learning activities that are long-term, interdisciplinary and student-centered. Unlike traditional, teacher-led classroom activities, students must often organise their own work and manage their own time in a project-based class.

Project-based instruction differs from traditional inquiry by its **emphasis on students' collaborative or individual artefact construction** to represent what is being learned.

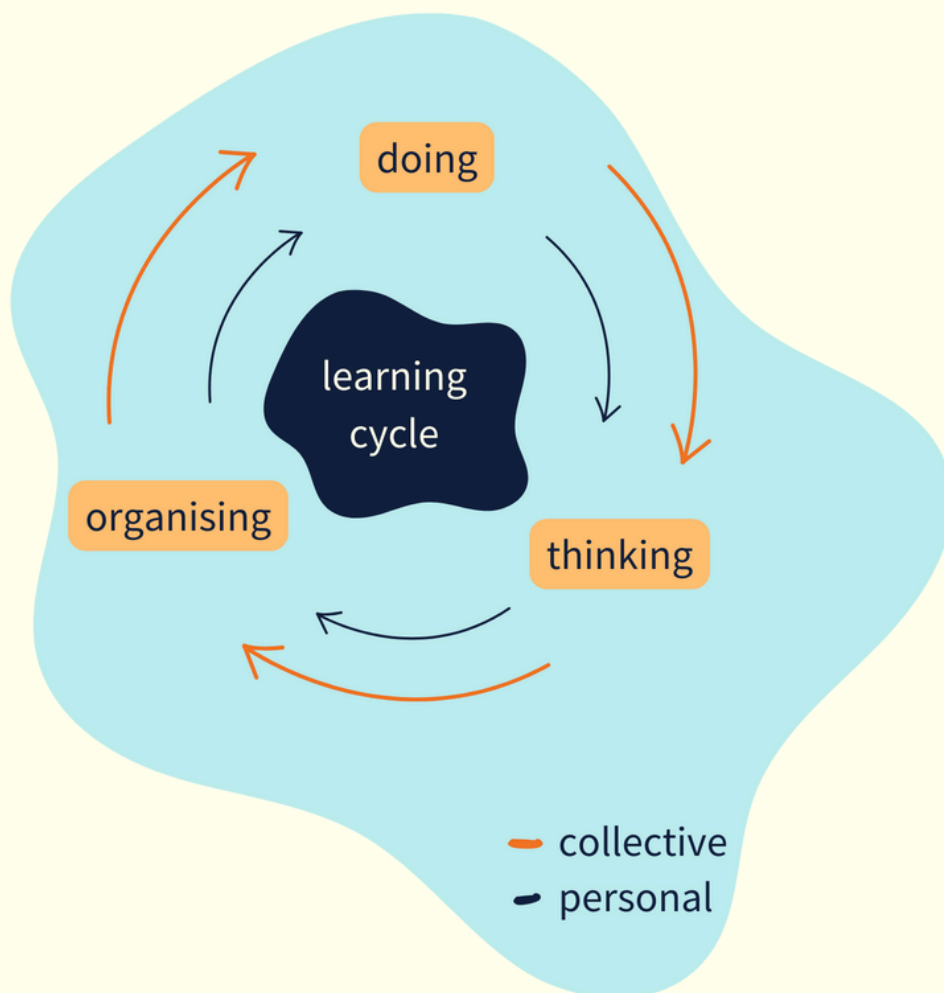
3. Peer-to-peer learning

Peer-to-peer learning in practice is all about **co-operation between a group of people so they can meet their learning needs**. They do this by pooling the best of their ideas, energy, enthusiasm, and resources, and through taking on different roles at different times.

According to Johnson and Johnson's meta-analysis, students in cooperative learning settings compared to those in individualistic or competitive learning settings **achieve more, reason better and gain higher self-esteem**. Although qLegal will offer you training and support all along your journey, you are encouraged to take the initiative, support your peers, share knowledge, network and develop skills with each other.

Peer-to-peer learning relies on the assumption that **everyone in the group has resources, experience and knowledge that they are able and willing to share.**

During your programme, you will also have occasions to self-organise your learning, a fundamental entrepreneurial skill.



Source: Enrol Yourself, Learning Marathon Guide, 2017.

Self-reflection

Why is introspection so important? We have over 50,000 thoughts per day, over half of which are negative and over 90% of which are just repeats from the day before (Wood, 2013). **If you don't make the time and effort to focus your mind in a positive direction, you won't give yourself the opportunity to grow and develop.**

Enhancing our ability to understand ourselves and our motivations and to learn more about our own values helps us take the power away from the distractions of our modern, fast-paced life, and bring our focus back where it belongs (Wood, 2013).

The informal reflection process can be described as **examining our own internal thoughts and feelings and reflecting on what they mean**. Choose a few questions that resonate with you, and take time out to think and write about them on your own.

- Am I using my time wisely?
- Am I taking anything for granted?
- Am I employing a healthy perspective?
- Am I living true to myself?
- Am I waking up in the morning ready to take on the day?
- Am I thinking negative thoughts before I fall asleep?
- Am I taking care of myself physically?
- Am I letting matters that are beyond control stress me out?
- Am I achieving the goals that I've set for myself?
- What has surprised me the most about my life or life in general?
- What worries me most about the future?
- Am I holding on to something I need to let go of?
- When did I last push the boundaries of my comfort zone?
- Using 10 words, describe yourself.
- Make a list of everything you'd like to say no to.
- Make a list of everything you'd like to say yes to.
- Write the words you'd like to hear.

Self-examination exercise

Do you frequently interrupt people, or constantly think of your own stories while they are talking? If you're an average social person, the answer is probably yes. In order to relate to others, we have to share a little bit of ourselves with them – those stories can help you establish common ground with others or bring you closer together, but they can also distract you from the larger purpose of the conversation.

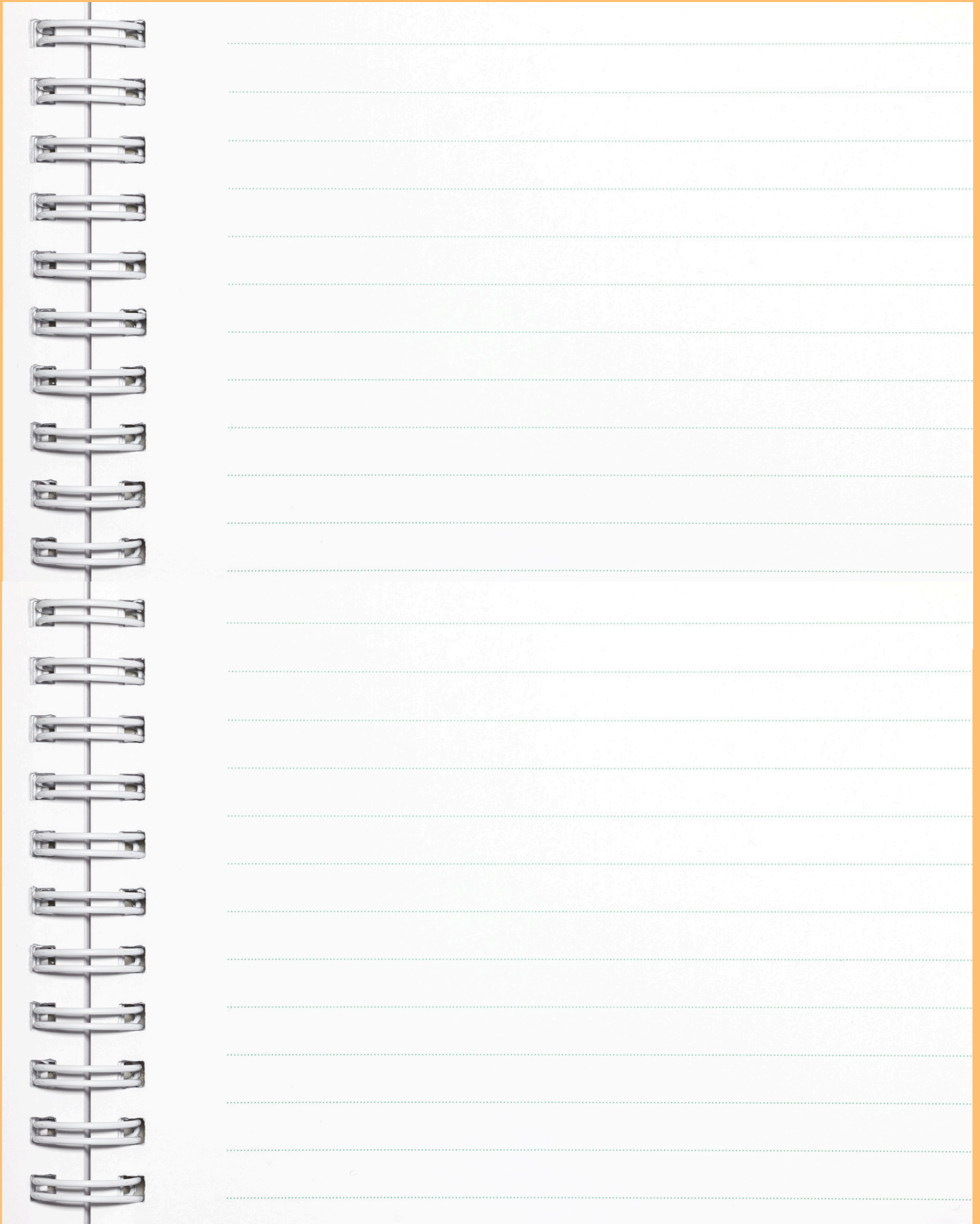
One thing that can happen in our eagerness to relate, please, entertain, and share, is that we remove ourselves from the present and, with that loss of presence, our ability to be sensitive and engaged listeners. Even if we spend our whole lives trying to be good listeners, sometimes we slip out of practice to empathise or identify with the person we're conversing with or to comfort or entertain the other person.

Next time you have a conversation with a loved one and you find yourself thinking ahead of them, take a moment to pause and truly listen. Don't think about how you can personally identify with what they are talking about, and don't search your memory bank for a relevant story of your own – just listen.

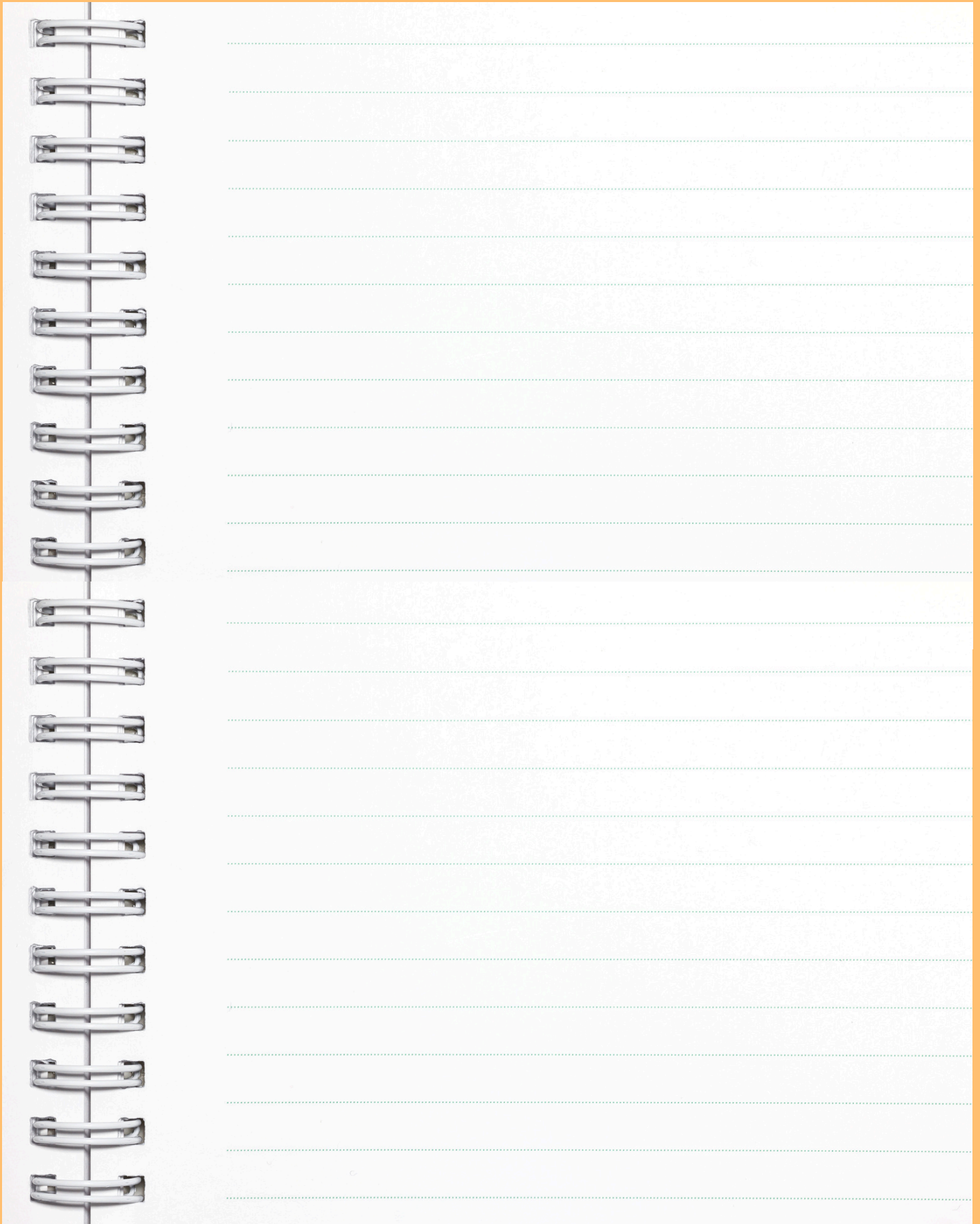
It's a rewarding experience to truly soak in what another person is saying, both for you and for the other person (Bates, 2012).

Source: Introspection in Psychology, <https://positivepsychologyprogram.com>

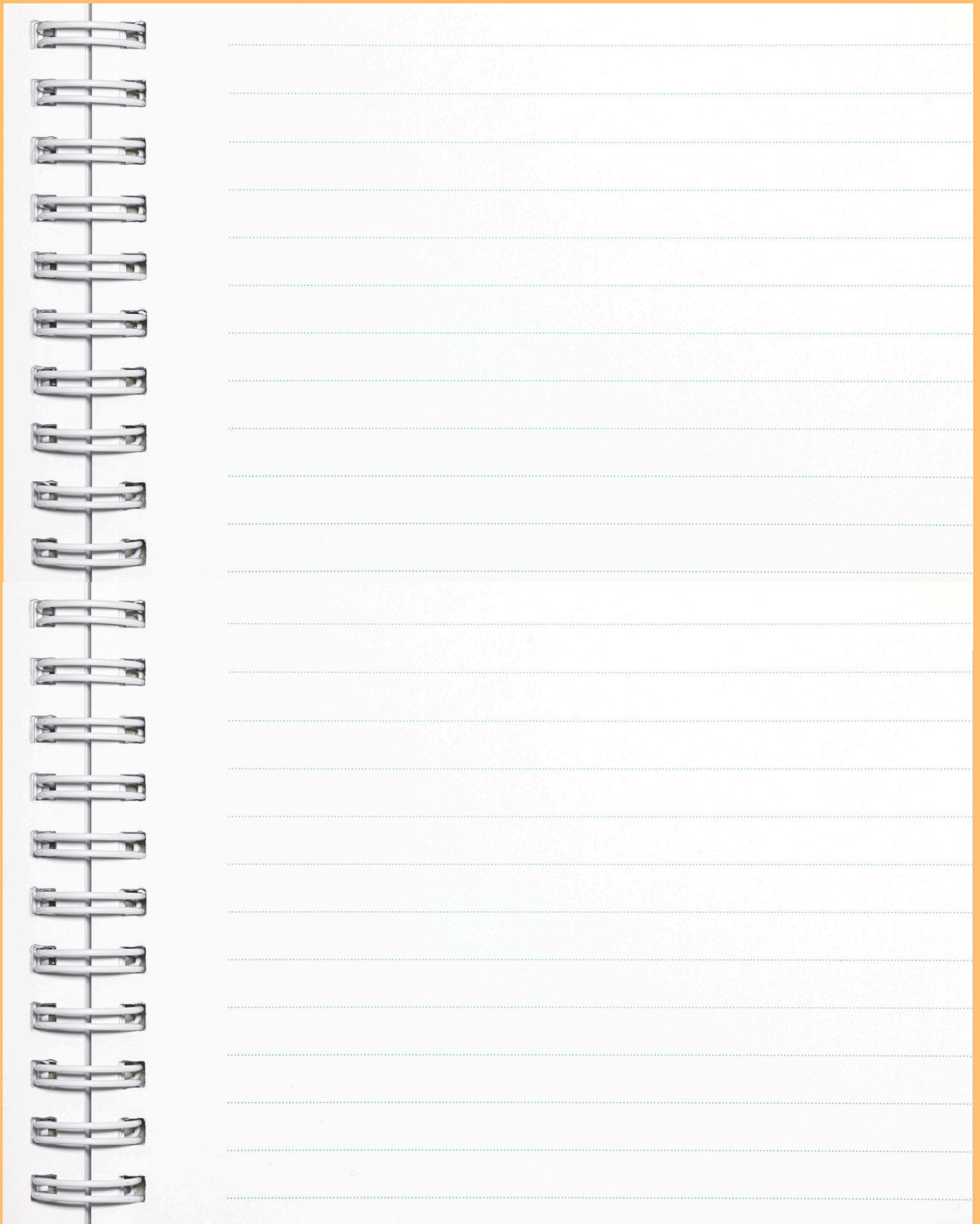
My notes



My notes



My notes



Checklist

Phase	Task	Done?
Warm up	Read your Programme Handbook.	
	Attend Bootcamp days 1 and 2 and get acquainted with your new cohort.	
	Read your student contract and sign it.	
	Input all important dates (training/ advice session/ case surgery/ workshop/ meetups, etc.) in your personal calendar.	
Kick Off	Pro-actively reach out to your teammates at the beginning of the programme.	
	Attend all of your training sessions and provide feedback on the sessions when prompted.	
Throughout	Communicate well in advance and in a clear manner with all stakeholders involved in your programme (qLegal staff, your fellow teammate(s), clients, supervisors, etc.).	
	Take time out to reflect on your learning journey as a qLegal Student.	
	Check in on your fellow students and offer help where it's needed.	
	Consistently check all your deadlines to ensure your work is delivered on time and to the highest standards.	
Finish Line	Ensure you have finalised all the work you have undertaken and send thank you emails to relevant stakeholders (supervisors, externship hosts, workshop hosts, etc.).	
	Attend the qLegal Graduation party!	

“I call people rich when they are able to meet the requirements of their imagination.”

The Portrait of a Lady, Henry James



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