3C Embedding social mobility in the curriculum: Widening Participation in the School of Law

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Can changes to the structure and delivery of the curriculum improve the support we offer to students from non-traditional backgrounds?

This paper will report on a Learning and Teaching Development Fund project into the experiences of 'widening participation' students in the School of Law. The project made use of assessment and retention data over four years to ascertain differences between WP and non-WP students in the law undergraduate cohort, then conducted interviews with students in the first and final year of the degree to explore the particular challenges that WP students face.

The recommendations resulting from the study include the introduction of ‘Oxbridge-style’ small tutorials in the first semester of first year, together with the development of a student peer-support network and a more focused approach to advising for WP students throughout the degree. In addition to setting out the findings of the project, the session will discuss the potential difficulties with implementing the recommendations and seek feedback from participants on how these challenges can be overcome, or if they should be overcome at all.

References


