INTERNATIONAL ADVOCACY TEACHING CONFERENCE

27th June 2014

Martin McKay Smith
(CPS Training Principal/Director Of Pupil Training)
Welcome and Introduction

Martin McKay-Smith – Training Principal, Crown Prosecution Service

- Background
- Solicitor and Higher Court Advocate
- Training Principal and Director of Pupil Training
- Responsible to Regulators nationally for trainees and pupils
- Solicitors Association of Higher Court Advocates Committee Member
- I am here to explain our approach to advocacy training
- For visual learners it’s quite simply …
A reflective practitioner at work??
Structure of Crown Advocate Training

There is an old Chinese Proverb which says,

I hear and I forget
I see and I remember
I do and I understand
Advocacy Quality Development in CPS

- Trainees
- Associate Prosecutors
- Crown Prosecutors
- Senior Crown Prosecutors
- Crown Advocates
- Senior Crown Advocates
- Principal Crown Advocates
Higher Rights are not enough!

- Numbers of advocates – risk factor
- Largest law firm
- Structured approach to increased rights of audience in 1998
- Solicitors - Higher Rights are not enough
- Employed Barristers – Compulsory Internal training
- Independent assessment a pre requisite
We have Standards! E.g.:

- Code for Crown Prosecutors - January 2013
- Core Quality Standards
- Ethical Principles
- Statement of Ethical Principles for the Public Prosecutor
- Farquharson Guidelines: The role and responsibilities of the Prosecution Advocate
- National Standards of Advocacy
- Prosecutors' Convention
- Prosecutors' Pledge
Learning Matrix

- Learning matrix available to all staff. Lists courses and their relevance to a specific job role in an easy to read, visual format.

- Personal Induction plans now feature eLearning requirements.

### Prosecution College Suggested e-Learning Matrix

<table>
<thead>
<tr>
<th>Prosecution College Programme Title</th>
<th>Administrator</th>
<th>Caseworker (Legal/ Paralegal)</th>
<th>Witness Care Officer</th>
<th>Line Manager (Level B1-E3)</th>
<th>Associate Prosecutor</th>
<th>Legal Trainee</th>
<th>Lawyer</th>
<th>Senior Manager (Level D and above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Prosecuting</td>
<td>Req</td>
<td>Req</td>
<td>Req</td>
<td>Req</td>
<td>Req</td>
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<tr>
<td>Road Traffic Offences</td>
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<tr>
<td>Driving Offences</td>
<td>Dev</td>
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<tr>
<td>Drink and Drugs Driving/Driving while disqualified.</td>
<td>Dev</td>
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<tr>
<td>Introduction to Damage to Property</td>
<td>Dev</td>
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<tr>
<td>Introduction to Offences Against the Person</td>
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<tr>
<td>Introduction to Public Order</td>
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<td>Advocacy Development Programme</td>
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<tr>
<td>Associate Prosecutors</td>
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<tr>
<td>Associate Prosecutor - Extended Powers Training</td>
<td>Dev</td>
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<tr>
<td>Adult Criminal Case Management Framework (ACC MF)</td>
<td>Dev</td>
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<tr>
<td>Prosecutor’s Pledge</td>
<td>Dev</td>
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<tr>
<td>PPP: The Threshold Test</td>
<td>Dev</td>
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<tr>
<td>PPP: Pre Charge Bail</td>
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<tr>
<td>PPP: Conditional Cautioning</td>
<td>Dev</td>
<td>Dev</td>
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<td>Dev</td>
<td>Req</td>
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<tr>
<td>Custody Time Limits</td>
<td>Dev</td>
<td>Req</td>
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</table>
Experiential Learning

- CPS use learning by doing as much as possible.
- The elements involved in this learning cycle are doing, telling and watching.
- Emphasis is upon learning by doing the process must involve performance by the participants and feedback by the tutors.
- The feedback will take the form of a critique of the performance.
- This will be in a group, or one to one setting, and will also involve video review of performances.
- The method of critique is to focus on one or two points only.
- It is a building block approach for the individual participant.
- Critique and not criticism.
Barriers

- A group of professionals whose openness to professional development varies.
- Think of the analogy of someone telling you that your driving needs to improve!!
Quality Assurance

- Supplements face to face training using feedback NITA style.
- A number of assessors, sourced internally and externally since 2009, have been fielded in CPS to observe advocacy and give feedback to individuals.
- They have been given consistency training in the application of the National Standards of advocacy.
- Using forms designed for non contested and contested hearings, NITA based positive and negative feedback is provided.
- Internal assessors are matched with externals to ensure ongoing consistency.
- There is an appeals system.
- In the two years to March 2014, 1268 assessments were carried out in 13 CPS areas, and a total of 52 of those required development action.
The Blended Approach -
Supplements to Face to Face

- Prosecution College was designed to work in tandem with face to face courses, forming a pre-course work option.
Key Components - The Learning Portal

- The Portal is the public facing element of our eLearning.
- Provides access to LMS through the login box (top-left).
Key Components - The Learning Portal

- The Course Catalogue includes a Search function to locate the relevant eLearning module.
Key Components - The Learning Portal

- There is a description of each eLearning module.
Key Components - eLearning modules

- This is an example of what the modules look like once accessed.
Key Components -
The Learning Management System

- The LMS is the backbone of the Prosecution College. It records and stores information on over 6000 learners.

- The current LMS can track completion, provide usage statistics and deliver evaluation data in the form of graphs or tables.
eLearning Programme Design and Development

- Leadership and Development retains a Training Pool of Lawyers and mid-level managers with experience in delivering face to face training.

- An external provider relationship provides the team with access to experienced Learning Designers. Also able to advise on blend.

- Prosecution College team experienced in learning design and consult on the development of Quicklearn products.
Evaluation

- All Prosecution College Modules include pre-course and post-course knowledge comparison.

<table>
<thead>
<tr>
<th>Submitted last time: 27/09/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Question</strong></td>
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<tr>
<td>Prior to completing the course, how confident were you that you could list the 5 monitored strands of Hate Crime?</td>
</tr>
<tr>
<td>Answer alternatives</td>
</tr>
<tr>
<td>A: Not at all confident</td>
</tr>
<tr>
<td>B: Not very confident</td>
</tr>
<tr>
<td>C: Average</td>
</tr>
<tr>
<td>D: Quite confident</td>
</tr>
<tr>
<td>E: Very confident</td>
</tr>
<tr>
<td>After completing the course, how confident are you that you can list the 5 monitored strands of Hate Crime?</td>
</tr>
<tr>
<td>Answer alternatives</td>
</tr>
<tr>
<td>A: Not at all confident</td>
</tr>
<tr>
<td>B: Not very confident</td>
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eLearning Awards

2011
The 'eLearning Internal Project Team of the Year' Gold award went to the CPS Prosecution College Team, for Leadership and Learning work.

2012
‘CPS Scoop Brandon Hall Gold Award for ‘Best Custom Learning Content’
e-Tivities: Extending eLearning

- e-Tivities extend learning beyond the programmes prepared by the Prosecution College.

- Based on and prepared in conjunction with a module, they allow learners a greater deal of flexibility and interactivity in their study.

- In legal training, for example, having studied legal method in training, an e-Tivity would give the learner a chance to practice what they had learned in the form of a case study, or series of questions.

- There are various forms of eTivity. Cases studies can be attached to modules, as well as simple task lists asking learners to search for information.
e-Tivities: Extending eLearning

- Podcasts – Allow tutors or Subject Matter Experts to present short audio clips to learners.

- Maintain a level of interactivity for the learner, as well as presenting information in another medium. Ensures that a learning programme holds the learners attention.

- Can be downloaded or accessed on the move by staff with mobile technology (Laptop, PDA, Smartphone, iPod etc…).
Questions?