



CITY SOLICITORS' EDUCATIONAL TRUST

CSET Law Faculty Grants Criteria 2009

Introduction

The purpose of this document is to set out the Trust's Criteria and to set out the other main factors which the Committee take into account when assessing applications for grants.

Overall objective

The overriding aim is to help maintain the number of good quality law graduates and to maintain and, if possible, raise the quality of those entering the solicitor's profession by supporting education in the main areas of law needed by those joining the solicitors' profession.

Principles

In seeking to achieve this, the following Principles will be applied:

1. Grants will be made to assist, directly or indirectly, the teaching of law undergraduates or graduates.
2. As a starting point the support of the Trust will be given to assist teaching of the core subjects as set out in the description of the Foundations of Legal Knowledge in Schedule 2 of Joint Statement issued by the Law Society and the General Council of the Bar on the Completion of the Initial or Academic Stage of Training by Obtaining an Undergraduate Degree ("the Joint Statement").

It will be clear from the above that almost all postgraduate and all research projects will not be supported nor will any form of direct financial assistance to individual students.

Forms of support

The form which support takes is normally by contributing to the funding of teaching posts or for library or other resources used in teaching and learning. The Trust has occasionally supported, and will in future be willing to consider supporting, the development of more widely based educational projects which are likely to have a major impact on the teaching of law to undergraduates.

Application of the Principles

Principle 2 above refers to specific subjects being only a "starting point". In applying the Principles, the Trust would wish to continue to reflect what it sees as the core educational needs of those who might join the solicitors' profession which may include subjects not included in the Joint Statement. In determining what the Trust considers to be core educational needs, it will consider applications which support the teaching of



other areas of law including those which have a commercial flavour, such as company law, but it will not necessarily give priority to such topics.

Consideration may also be given to applications for grants to assist, directly or indirectly, the teaching of graduates undertaking an approved CPE or equivalent courses.

The Trust remains of the view that a law degree course should stand as an independent liberal education in the discipline of law, not tied to any specific vocation. Within this the Trust is willing to support programmes which are directed to the teaching and learning of General Transferable Skills (as indicated in Appendix 1 of the Joint Statement). The Trust will not support projects which are primarily directed to the development of skills which are essentially vocational.

The Committee's approach

The Committee will adopt a flexible attitude in applying the Principles. In considering any application, the final decision will be made on what is, in the Committee's best judgement, the best way of using the resources of the Trust to support the overall objective mentioned above.

In considering whether to support an application the Committee may, in addition to any other factors which they believe are relevant, consider:

1. How the project will contribute to improving the quality of the education which students will receive;
2. The likelihood that any support for staff posts will bring about an increase in the long term funding of the law school by the incorporation of that post into the permanent establishment of the law school;
3. The priority and importance which is attributed to the project by applicant institution as a whole;
4. In relation to a project relating to skills, how closely what is planned is integrated within courses forming part of the Foundations of Legal Knowledge or other legal subjects;
5. The success of graduates of that law school obtaining places in the solicitors' profession; and
6. Whether the project will contribute to widening access to the profession.

Each application which is made will be considered on its merits, but at the end of the process the relative previous application history of institutions may be taken into account.

Practical issues

In applying for grants there are a number of practical issues which applicants should bear in mind:

1. Support for a teaching or other post will not normally be given for more than



three years. The maximum amount of funding will normally be not more than 50-60% of the salary, NI and superannuation costs of a post at a point on the scale at which lecturers are typically first appointed.

2. Support for resources, such as library materials, will normally be given as a one-off lump sum grant to contribute to a special need. It is recognised that there may be projects of this kind where the integrity of that project requires security of funding over a longer period and in such cases consideration is given to extending support for more than one year. These grants are not intended to be seen as part of ordinary funding and applications for repetitive grants of a similar kind are unlikely to be successful.
3. In past years the Trust has provided computer and software funding and support for administrative posts. It is now assumed that universities will have made arrangements for administrative and IT support. Hence applications for grants of this kind are now examined rather more critically placing emphasis on their educational content within the overall criteria.

The Appendix

The General Transferable Skills listed in the Joint Statement are:

- i. To apply knowledge to complex situations;
- ii. To recognise potential alternative conclusions for particular situations, and provide supporting reasons for them;
- iii. To select key relevant issues for research and to formulate them with clarity;
- iv. To use standard paper and electronic resources to produce up-to-date information;
- v. To make a personal and reasoned judgement based on an informed understanding of standard arguments in the area of law in question;
- vi. To use the English language and legal terminology with care and accuracy;
- vii. To conduct efficient searches of websites to locate relevant information; to exchange documents by email and manage information exchanges by email;
- viii. To produce word-processed text and to present it in an appropriate form.

September 2009