

Enhancing legal education: the UK experience

Julian Webb
Professor of Legal Education
Director, UKCLE



Legal education in the UK

- Three different legal systems - variations in the system of education and training
- Law degree as 'normal' entry route to the profession, but
 - In England & Wales around 50%+ of law graduates do not proceed to vocational training AND about 40% of the profession is non-law graduate entry
- divided legal profession – separate vocational training for solicitors and barristers in E&W; Scottish advocates must qualify first as solicitors
- followed by 'apprenticeship' stage – 2 year training contract (solicitors) or 1 year pupillage (barristers in E&W)
- increasingly formalised requirements for continuing education after qualification

Regulatory structure (England and Wales)

- **Law degree:** 'light touch' - professional 'foundation subjects' – Obligations (contract and tort), Property (land and trusts) , Criminal Law, Public Law, EU Law. [E&W and NI]
- 'Benchmarks' – key knowledge and transferable skills (legal research, communication skills, teamwork, IT, numeracy)
- Degree curriculum in other respects is not regulated by the profession. Quality assurance via internal processes, subject to institutional review by (national) Quality Assurance Agency
- **Vocational courses:** applied legal skills and additional knowledge areas – content specified by professional (regulatory) bodies, which also undertake quality assurance.

Growth in QLD provision

	(Old) Univs	Polys/New Univs	CF/HEs
1966	23		n/a
1975	30	19	n/a
1981	32	22	2
1996	45	38	3
2010	51	45	2

The undergraduate curriculum

- Design is increasingly varied following modularisation in 1980s - moved away from old 4+4+4 (or 5+5+5) norm.
- Now QLD = 360 credits (120 credits per year); 180 credits minimum for the 'Foundations'.
- Degrees are still predominantly seen as providing a 'liberal' rather than vocational education. This impacts contents and approach.
- Attitudes to skills and 'employability' agendas are varied, but an increasingly wide range of skills are consciously taught; some are also assessed!
- A variety of learning and teaching methods have been adopted – growing emphasis on 'active learning'.

A mixed economy of innovation....

Critical/contextual approaches- eg

- Kent
- Warwick
- Birkbeck

Problem-based learning-
THE UNIVERSITY *of York*

‘Clinical’ approaches-

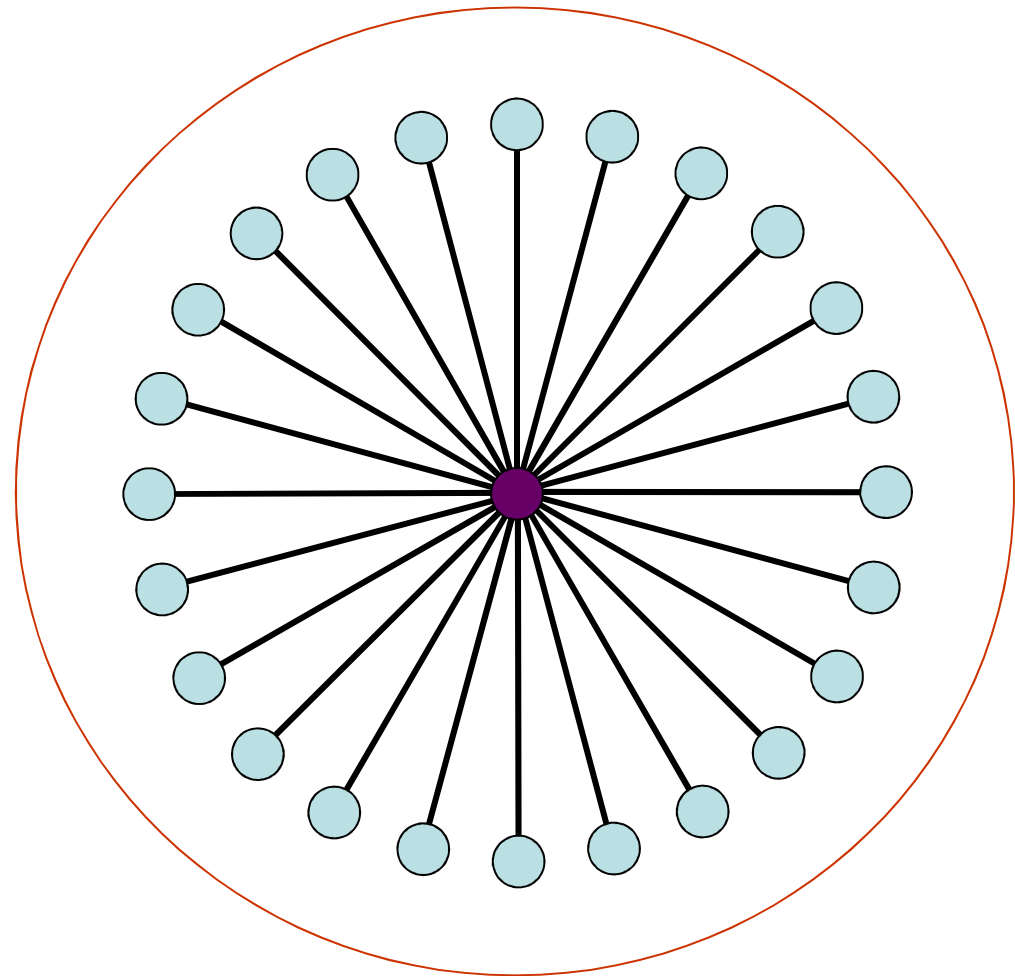
- Live-client – eg, Manchester; Strathclyde
- Simulation – West of England; Warwick
- Innocence projects – eg Bristol, Cardiff, Leeds
- Northumbria integrated degree

Great Learning Great Experience Great Future



Higher Education Academy: organisational relationships

Academy York
Subject Centres
Higher Education
Environment



The role of UKCLE

- Founded in 2000
- Hosted by but functionally independent of Warwick University
- Developed as part of the recommendations for supporting learning and teaching made by the 1997 *Dearing Report*
- Role today increasingly defined as one of 'quality enhancement' in support of UK (and devolved) government priorities
- Challenging future!

UKCLE - main activities

Annual conference and programme of events

Production of newsletters and publications

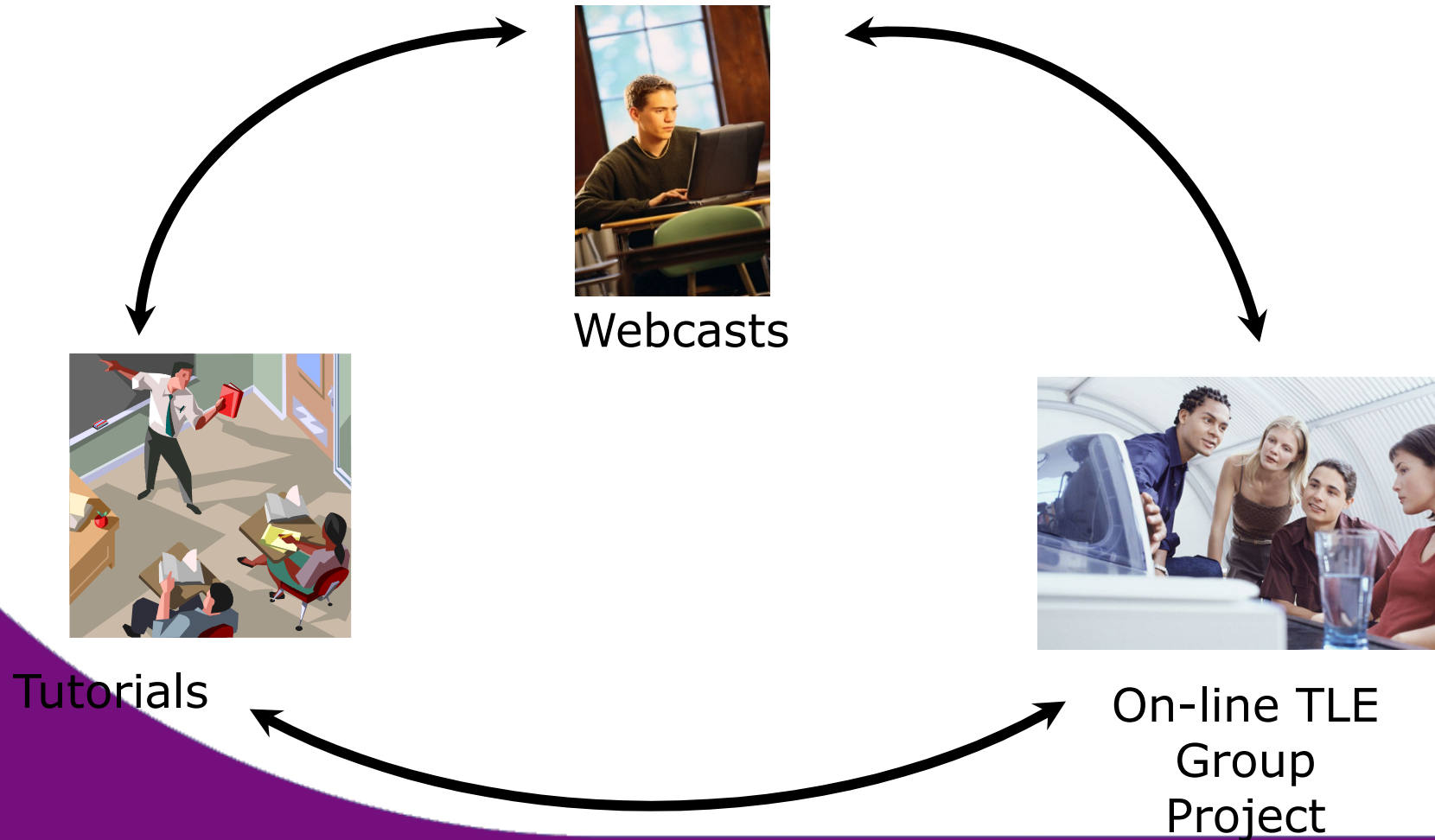
Maintenance and development of a web-based resource bank – www.ukcle.ac.uk

Support for academic networks in legal education

Project development funds for legal education research

Policy and research activity within the Centre (Centre staff; Consultants; Visiting Fellows)

Blended Learning with webcasts and transactional learning: GGSL



senior lecturer
Patricia McKellar

diploma in legal practice : civil
webcasts: Civil Procedure

close webcast



video

volume 60%

section

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18						

lecture no.

2 return to lecture menu

Procedure pre Options Hearing

- Preliminary Pleas- Note of basis of plea to be lodged 3 days before the Options Hearing
- Record- pleadings in one document- prepared by Pursuer- lodged 2 days prior to Options Hearing



view ordinary cause rules

Running Time : 30:32

Transactional learning – ‘SIMPLE’

“active learning based on doing legal transactions which require both reflection on learning and collaborative learning.” - Paul Maharg, *Transforming Legal Education* (2007)

See www.simplecommunity.org

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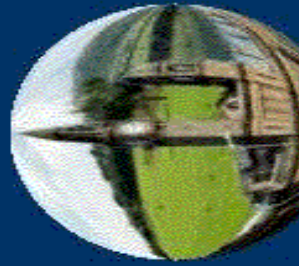
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Ardalloch Sheriff Court

Sheriffdom of North Strathclyde

Welcome to the

Ardalloch Sheriff Court

Today's Business

Barr v Potter (Court 1)

Rigg v Ardalloch Savings Bank (Court 3)

Auld v Corrigan (Court 2)

Tom Thumbs Bar v Basic Beers (Court 4)

Time to Pay Directions at Ardalloch Sheriff Court

At Ardalloch Sheriff Court Time to Pay directions in Ordinary actions will only be required in cases which seek payment of a sum less than £10,000. In cases of £10,000 and above then no time to pay direction need be requested.

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Anyone raising an action in any other Sheriff Court in Scotland is advised to check

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About us

The firm was founded on the principle that to succeed, it must attract and retain lawyers who are committed to the highest levels of service and professionalism. The firm's commitment to excellence is the primary reason it has grown from 5 lawyers to over 25 lawyers today. During that time, we have expanded to include Glasgow, Edinburgh and Aberdeen offices, so that we can provide our clients with countrywide representation in many facets of litigation, personal and business law.

Our client base has grown rapidly since the firm was first started, principally because we recognize the need to become partners with our clients on all important decisions and to ensure that these decisions are consistent with clients' larger needs.

We have a reputation for being proactive, creative and innovative, both in our approach to providing legal services and in the way our firm is managed. It's a tradition we plan to continue, for the benefit of our clients and our firm.



Open educational resources

The Simshare project

Simulation Repository

Search the extensive community driven simulation repository

Find:

[leave search box blank to return all results]

Institution:

Subject Classification:



Title	Uploaded	Uploaded By	Institution	Discipline
Civil Court Action: Purchase of Car Scenario	15/03/2010	patriciamckellar	University of Strathclyde	Law
Civil Court Practice: Estate Agent Scenario	15/03/2010	patriciamckellar	University of Strathclyde	Law
Conveyancing Project	18/03/2010	FMurray	University of Strathclyde	Law
Derelict site simulation	15/03/2010	julianpriddle	Sheffield Hallam University	Architecture, Building and Planning
Waste Management Scenario	12/03/2010	paulc	University of Warwick	Social studies
Total	5 Simulations			

Profile

Paul Swain
The University of
Warwick
Leamington Spa



- My Recent Activity
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paulc

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Warwick
University



julianpriddle

Remove
Connection

barrington



patriciamckellar
University of
Warwick

Remove
Connection

Warwick

A decorative purple graphic element consisting of a thick vertical line on the right side and a curved shape on the left side that tapers towards the bottom, framing the central text.

**Conclusions:
Building excellence and innovation**



Creative curriculum design and more varied assessment methods

A large, solid purple L-shaped graphic that frames the central text. It consists of a vertical bar on the right side and a horizontal bar at the bottom, meeting at a corner in the bottom right. The top-left corner of the L-shape is rounded with a smooth curve.

Learner-centred ‘teaching’

Transformational learning



UKCLE resources....

- Build a community
- Encourage pedagogic research and development (£4M+ over 10 years)
- Enable resource sharing
- Raise the status of teaching?
- Identify quality
- Support innovation



**The
Higher
Education
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Legal Education**