

Teaching practical skills

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Skills v Substance?

- Does concentration on skills dilute the curriculum ?
- A “Woolly feel” to education ?
- “The best place to learn skills is in the workplace?”

The Role of Skills

- National Committee of Inquiry into HE (Dearing Report) 1997www.leeds.ac.uk/educol/ncihe
- The employers view www.sra.org.uk/consultations
- DMU Student Services research

DMU Research

- Student self assessment exercise
- 530 respondents
- Evaluate level of confidence in 7 skills
- Outcome:
  - Reflect on skills level
  - Engage with support mechanisms
- Limitations:
  - Definition of terms
  - Lack of subsequent engagement

Outcome 1:Experiential learning

- Deep approach to learning
- Higher cognitive domains: evaluating, creating

Outcome 2:Critical thinking

- Elements:
  - Searching
  - Connecting
  - Evaluating
- Example exercises
  - Your client owns a premium brand and is preparing to grant a licence. What processes are to be considered to protect the goodwill of the brand?
  - The agreement contains Clause X.Why?

Ready to learn?

- Language skills
  - Resource bank for modern legal drafting
  - Prior learning
- Communication skills
- Reflection
- Supportive learning climate

Case study 1 Negotiation

- Task: Negotiate a royalty clause
- Outcomes
  - Negotiations skills
  - Improved group work
  - Creative thinking
  - Case handling
  - Client handling
  - Handling conflict
- Working in pairs

- Tutor to prepare
  - Separate client brief
  - Ground rules
  - Non agreement not an option
  - Feedback on process as well as substantive agreement

Case study 2 Outline drafting

- Task: What are the key elements of a third party infringement clause?
- Outcomes:
  - Drafting whole documents
  - Evaluating documents
- Syndicate groups
- Tutor to prepare
  - Comparative precedents

Case study 3 Clinical education

- Task: Advising a client via real law clinic or simulation software programme e.g. SIMPLE at ukcle
- Outcomes:
  - integrate skills
  - transactional learning
- Tutor to prepare
  - Law Clinic structure
  - Continual supervision

The future:

- Widening provision of PG legal education
- Preparation for Work Based Learning
  - Standards include commercial skills
- Learning styles



References

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