



annual report

2009-10



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Message from the Chair

This has been another successful year of operation for UKCLE, despite the uncertainty surrounding proposed changes to the Higher Education Academy. UKCLE has been a beacon of light in the teaching and learning world for the last ten years. We have been very fortunate to have this facility, which provides assistance to every law teacher and enhances the role of teaching law. We have also been privileged to be served by an excellent cadre of superb staff at the Centre. We hope that whatever new HEA structure emerges, the future of UKCLE and the valued services it offers will not be compromised.

Professor Avrom Sherr
Institute of Advanced Legal Studies

Director's reflections

This year sees the tenth anniversary of the Higher Education Academy's subject centre network, of which the UK Centre for Legal Education is a part. The Learning and Teaching Subject Network (as it then was) was a direct outcome of the late Lord Dearing's 1997 report, *Higher Education in the Learning Society*. Twelve years on it is already easy to overlook the impact that Dearing has had on the higher education system. Student numbers had risen rapidly in the early 90s, but funded chiefly by shrinking the unit of resource, and both teaching and research infrastructures were showing the severe strains of underfunding. Dearing urged government to move to a mixed system of fees and state funding for teaching, to significantly increase expenditure on the research infrastructure, and to invest in the professionalization and enhancement of university teaching. Despite the limitations of the Dearing vision (and there were undoubtedly some), and despite the recommendations that, for good or ill, were never implemented, there can be little doubt that the changes introduced in each of those areas have made UK higher education a very different place today from what it was in 1997.



The Higher Education Academy and its predecessor institutions have been an important part of that story. Over the course of ten years UKCLE has, with your support, generated over 1000 pages of web resources and information for law teachers, delivered 158 events, and funded 45 projects within the legal academy. It has held ten annual conferences, each now attracting around 200 delegates from across the globe. In addition to its annual core funding, the Centre has accrued a total of £4.8M in grants, much of which has found its way into the academic community to support projects such as

SIMPLE, Simshare, and the Toolkit for Law Teachers, to name but a few. And that story can be repeated, with local variations, for the 23 other subject centres that make up the network. As the 2008 Oakleigh evaluation of the Academy reported, the subject centres have been "widely cited as the Academy's flagship programme". Moreover, Oakleigh concluded that the centres were an aspect of the Academy's work that had achieved a "positive impact" on teaching quality, and that they required greater support to meet the needs of the sector.

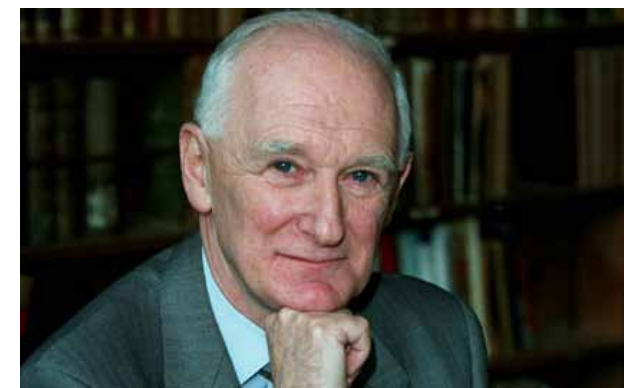
As UK higher education enters another period of financial constraints and cutbacks, we know that additional resourcing will not form part of our future. Indeed, we are rapidly moving into a period of consolidation and restructuring. Although the Higher Education Academy has clearly stated its commitment to continuing discipline-level engagement, the scale and scope of such engagement is, presently, uncertain. Nevertheless, as the new government has made clear, the professionalisation and continuing enhancement of higher education teaching remains a high priority for the sector, and we believe that the Academy will continue to have a vital role to play in working with individual academics within the disciplines. The reality is that individual teachers remain key change agents across the sector, able directly to influence the student learning experience.

Looking back over 2009-10, we believe UKCLE can rightly be proud of its continuing contribution to legal education policy, pedagogy and practice. In the last year, as this report shows, UKCLE has been involved in a number of key areas of Academy activity, notably in the development of open educational resources, and the launch of the Islamic Studies Network. We have also worked with legal academics and students to produce our first video resources, and continued to collaborate with law schools

in providing events and funding to support and evaluate educational enhancements at a local level. UKCLE has always seen its capacity to bring academics and the professions together as a unique and valuable brokering function, and so I am also pleased to report that this year was highly successful in terms of our engagement with the professional and regulatory bodies, including specific events undertaken in conjunction with the Law Society of Scotland, the Law Society of England and Wales and the new Legal Services Board.

Although it is clear that 2010-11 is likely to be a challenging year for us, the Centre's commitment to working with the sector to make a difference for students remains undiminished. The next year will see the Centre engaging in important projects on assessment and feedback, and on external examining. We will see the launch of our Toolkit for Law Teachers, supported by the City Solicitors' Educational Trust. We will be hosting our Annual Conference at Warwick in January 2011, and we look forward to welcoming you to that, our flagship event. We will also be continuing our work on Islamic Law, on education for sustainable development, and on specific agendas affecting the individual nations of the UK. In short, it has been and continues to be our privilege to be part of this unique experiment in higher education, and I look forward to sharing with you another full and successful report on our activities at the end of the coming year.

Professor Julian Webb
Director



Lord Dearing



Aaron Porter, Vice-President of the NUS, delivering his keynote address

Learning in Law Conference 2010: Perspectives on Progress

The Conference has been running annually since January 1999 and is UKCLE's key networking event. It has gone from strength to strength and now attracts 200 UK and international delegates from law schools, the professional bodies and vocational training providers.

In UKCLE's 10th anniversary year, we wanted to make the conference a particularly special occasion – and given the feedback during and after the event, we think we succeeded. With a central theme of perspectives on progress, it incorporated a number of innovations, including slidecasts of selected sessions and the introduction of LILACnet, a combined wiki and social network. The keynote address was streamed live, and the conference also saw the cinema première of Back to the (academic) future, UKCLE's anniversary film.



Melissa Hardee (Hardee Consulting), Avrom Sherr (Institute of Advanced Legal Studies), Roger Burrige (Warwick Law School) and Chris Maguire (BPP Law School), the panel for the 'Visions of legal education' session

(Learning in law 2010)... refreshed my enthusiasm for teaching
Conference delegate

The conference was an opportunity both to reflect on how far legal education has come in the past decade and also to consider what might lie ahead.

Aaron Porter, the Vice-President of the National Students Union, launched this debate in his keynote address with a reminder of the scrutiny the higher education sector had been and remained under. He argued that universities were facing a significant challenge to their autonomy as government seeks to shape higher education for economic ends, and urged participants to recognise the need to articulate and defend what universities are for in the face of the fracturing effects of the 'market'. In Aaron's view the concept of universities as academic communities, where students and teachers learn, research and develop areas of knowledge together, was in severe danger of being lost.

Aaron's message was echoed in Visions of legal education, a panel session focusing on the future and responding to the views expressed in UKCLE's film Back to the (academic) future. The familiar debate around whether the law degree should take account of the needs of the professions or other employers was revisited, but there were some signs of consensus among delegates that the liberal ideal need not exclude development of agreed graduate skills.

Over the course of the two days, there was a diverse selection of over 40 papers presented at parallel sessions to suit a variety of interests, and the food and hospitality at the event were much appreciated.

Highly illuminating sessions, with inspiring speakers and a free flow of creative innovative ideas demonstrating the extent of imagination in teaching and learning law...developed my knowledge and understanding of pedagogic methods and the wider issues facing education providers.

Conference delegate

... a rare opportunity to meet and learn from colleagues – excellent CPD for law teachers in a relaxed and friendly atmosphere.

Conference delegate

Full papers and slides: <http://www.ukcle.ac.uk/learning-in-law-annual-conference/papers>
Booking is now open for the 2011 conference: <http://www.ukcle.ac.uk/conference2011>



Richard Owen presenting his paper on information literacy



Patricia McKellar talking to Ernest Ojukwo, University of Nigeria Law School



Networking at the drinks reception



Law Teacher of the Year

The Law Teacher of the Year (LTOTY) is

sponsored by Oxford University Press (OUP) in association with UKCLE. The award is designed to recognise the vital role that teachers play in the education of tomorrow's lawyers and to reward achievement in teaching. Entry is by nomination from work colleagues, students, educational institutions or representatives of other public or private bodies.



Rebecca with 4 of the other 5 finalists: Martha-Marie Kleinhans (University of Reading); Margaret McDonald Daw (Manchester Metropolitan University); Haresh Sood (Rushcliffe Sixth Form, Nottingham); Victoria Murray (Northumbria University)

Congratulations to the winner Rebecca Huxley Binns (University of Nottingham), who accepted her cheque for £3,000 from UKCLE's founding Director Roger Burridge at the Conference dinner. On accepting the award Rebecca (pictured above with other finalists) said:

You can't win Law Teacher of the Year on your own, it's the result of a successful collaboration; with your module team and the students in the classroom, sharing ideas and inspiration; as well as the wider collaboration with colleagues at events and conferences where it is so important to talk, share, listen and learn.



The Alistair McQueen award of £1,000, given to support a charitable initiative at the recipient's institution, went to finalist Nick Jackson (University of Kent). It will be used to support the ongoing partnership between Kent Law Clinic and Canterbury Housing Advice Centre.

The Scottish conference on legal education 2009

This was a new initiative that proved very successful, bringing together 48 senior delegates from across the sector to discuss legal education in Scotland.

From the Society's perspective, the Scottish event offered a perfect opportunity to discuss key developments in legal education and training, at a crucial time. One of the key principles of the Society's review of routes into the profession was to ensure good linkages between undergraduate, vocational, and training stages. The blend of experience at the Scottish event, attended by both providers and those involved in training solicitors, made for incredibly productive discussions and positive networking. In a small jurisdiction, we really can reap the rewards of an event like this. I hope it will become a regular event and that the Society can continue to be involved.

Collette Paterson, Deputy Director of Education and Training, Law Society of Scotland

Back to the (academic) future

In a first for UKCLE, we commissioned the production of a short film as part of our 10th anniversary celebrations to premiere at the conference. It brought together leading scholars, practitioners and students to share their views about the past, present and future of legal education in the UK. The film stimulated debate at the event and beyond. The downloadable version on the website has been linked to from other sites and used in institutions for training purposes.



<http://www.ukcle.ac.uk/resources/he-policy/back-to-the-academic-future>

Summary of events from the 2009-10 programme

13-16 September 2009 - Venice	Re-imagining the Shari'a: theory, practice and Muslim pluralism at play
15 September 2009 - London	How to podcast
5 November 2009 - Edinburgh	Enhancing legal education in Scotland
29-30 January 2010 - Warwick	Learning in Law Annual Conference 2010: Perspectives on progress
25-26 February 2010 - Warwick	The future of UK law schools (CHULS residential)
15 March 2010 - Cardiff	Open educational resources in simulation learning (Simshare workshop)
29 March 2010 - Warwick	Environmental justice in legal education
21 April 2010 - York	Open educational resources in simulation learning (Simshare workshop)
29 April 2010 - Glamorgan	Enhancing legal education in Wales
10 May 2010 - London	Legal ethics at the academic stage: exploring the issues
19 May 2010 - Edinburgh	Open educational resources in simulation learning (Simshare workshop)
27 May 2010 - Winchester	Developing and supporting academic research (bespoke event)

How to podcast

- Have you wanted to make a podcast and not known where to start?
- Do you understand the educational benefits of podcasting?
- Would you know what kind of content or format works best in a podcast?
- Are you aware of any legal issues surrounding the use of audio content?

These and other questions were discussed at a UKCLE event with a difference in September 2009. Participants left our workshop with the skills and tools needed to create podcasts and deliver them to their students. They were taken through the technicalities of creating podcasts and given ideas as to how they can be used in practice, with a presentation by Chris Hull (St Mary's University College) on embedding podcasts in teaching and a session led by Gavin Sutter (Queen Mary) on the legal implications. After lunch we really got down to business with group work designing podcasts followed by

a presentation from Martin Belgrove (University of East London) on the practicalities.

All participants were issued with a DVR (digital voice recorder) and advised to download Audacity, free podcasting software, to get them started. Feedback from the event was very positive and participants were enthusiastic about putting what they had learned into practice in their own institutions:

(I will) now approach use of podcasts differently by ensuring they are embedded in the course.
(I will) use podcasts to supplement seminars.
(I will) use podcasts to support formative feedback on e-activities.'

More details on the event: <http://www.ukcle.ac.uk/resources/enhancing-learning-through-technology/podcasting>

Environmental justice in legal education

In March 2010 UKCLE held a successful event in collaboration with UCL and Warwick Law School on environmental justice in legal education. Facilitated by UKCLE's ESD consultant Jane Holder, it was designed to allow teachers, students, legal practitioners and researchers to share questions and ideas through workshops and group discussion. The resources from the event and other ESD activity are available via the website. <http://www.ukcle.ac.uk/event/environmental-justice-in-legal-education>



Student Essay Competition 2010

UKCLE ran another successful competition, with 40 entries from 25 law schools on the ESD themed title 'How might a legal education enable students to contribute to the improvement of society?' The quality was high, with joint winners from Birkbeck College, London and Christ Church College, Oxford. Extracts from the winners' quotes show the impact of the competition:

Entering the competition in the run-up to sitting my final examinations enabled me to reflect more broadly on the value of my degree (and to) recognise that one of the greatest privileges of legal education has been the scope for personal development in the process itself, equipping those involved with skills to make considered choices and contribute to meeting societal challenges head on.

Liz Williams (Christ Church College, Oxford)

The real value of the competition for me lies in the fact that it affords an opportunity for students of law to take time out and reflect on the broader context of their studies, particularly on the critical consideration of the role of law in society.

Sitanta Ni Mathghamhna (Birkbeck College, University of London)

Essays available at <http://www.ukcle.ac.uk/students/competition>



Analysis of entries for Student Essay Competition 2009

This year UKCLE also completed an analysis of the entries for the previous year's competition, which was about how the reality of studying law matched expectations. The results showed a high degree of consensus that despite bearing little resemblance to what they had expected, the positives far outweighed the negatives: 'Studying law has improved all aspects of my life and has helped to broaden my mind and my expectations from life'.

There were some suggestions for how law schools / institutions could enhance the experience of studying law, including:

- Underline the proper scope of legal education at an earlier stage, to dispel the misconception that it is about training to be a lawyer.
- Provide practical advice / an avenue through which law students can express their anxieties.
- Provide more support at sixth form / College to encourage alternative routes to University.

Student film – what makes a good law lecturer?

UKCLE asked law undergraduates at Warwick University to consider what they thought made a good law lecturer. The students planned the project as a series of interviews with key staff and devised questions to reflect the points they wanted to make about the qualities needed. Their work included collaboration with Warwick Digital Press in the editing process, and the film produced is of use to both students and lecturers. The video has been split on the website into 7 separate downloadable segments, one for each question.

<http://www.ukcle.ac.uk/studentvideo>

Thanks to the University of Warwick lecturers who are interviewed in the film: Professor Nick Johnson, Professor Gary Watt and Dr Paul Raffield. Film authors and producers: Jenny Wells and Veronica Lipinska



How do you prepare for your lectures?



Do you try to incorporate humour into your lectures?



What's the worst thing a lecturer could do?



Do you need to have been a legal practitioner?



How was your first experience of being a lecturer?



How approachable should a lecturer be?



What advice would you give to a new law lecturer?

Law Student Forum

Some preliminary feasibility work commenced this year for an exciting UKCLE initiative to set up a National Law Student Forum and the project will be rolled out in 2010/11. UKCLE is seeking to encourage and facilitate the law student voice to be heard at Departmental and institutional level so that their views are reflected in the key decisions affecting their learning experience. The plan is to establish a cost-effective forum and run a series of workshops and activities to train students in the skills required to represent the law student body.

Ultimately we want this project to be able to demonstrate improved impact of students on the learning process.



A pilot residential event for 20 invited law students nominated by their Head of Department is to take place 3-4 November at Manchester Conference Centre: <http://www.ukcle.ac.uk/event/student-forum>



Directions in legal education

Directions is UKCLE's bi-annual newsletter, which reached its 20th issue in 2009-10. It is edited by the Director Julian Webb, and features topical issues and current news relating to legal education.

The Autumn 2009 and Spring 2010 issues were distributed to nearly 1200 registered contacts. They were also disseminated at external events, for example the conferences of the Association of Law Teachers (ALT) and the Society of Legal Scholars (SLS), and the annual residential of the Committee of Heads of University Law Schools (CHULS).

<http://www.ukcle.ac.uk/resources/directions>

Directions issue 19 – Autumn 2009

Editorial:

A more hit than miss report?

Julian Webb examined the Students and Universities report published 2 August 2009 by the Innovation, Universities, Science and Skills Committee, asking whether its recommendations could be made to work and whether it had asked the right questions in the first place.



Running to 166 pages it is a substantial document that pulls very few punches, but also manages some significant misses in its analysis of the current state of higher education in England.

Julian Webb



Features:

A European qualification framework for social sciences: how does law fit in?

Julian Lonbay (University of Birmingham) discussed progress made in developing an overall qualifications framework for legal education in Europe.

Beyond text in legal education

Zenon Bankowski (University of Edinburgh) and Maksymilian Del Mar (University of Lausanne) reported on one of the projects funded under the AHRC's Beyond Text programme, focusing on the values and experiences uncovered by the process of moving beyond text in law and legal education.

The International Association of Law Schools forges ahead. Where are the UK law schools?

Roger Burrige (University of Warwick) argued the case for greater UK involvement in the International Association of Law Schools.



UKCLE also kept contacts abreast of news and events during the year via its monthly e-newsletter and twitter feed @HEA_UKCLE

Directions issue 20 – Spring 2010

Editorial:

Now We Are 10

Julian Webb considered the impact UKCLE has had over the last ten years and the legacy of the 1997 Dearing report.

Features:

Beyond dead trees and defining the university 'experience'

Chris Ashford (University of Sunderland) considered what the implications of new Internet technologies were for universities, and if law teachers could learn from the problems faced in the music and publishing industries.

Contingency and contested narrative: a threshold concept in legal education

The idea of threshold concepts was introduced to Directions by Julian Webb in the Autumn 2008 issue. In this feature Claire McDiarmid and Elaine Webster (both University of Strathclyde) continued the discussion by arguing that the contingency of law, particularly as expressed through the form of 'contested narrative' should be considered a useful threshold concept for legal learning, and explained why such threshold concepts matter in a discipline context.

GGSL - the phoenix of legal education

Karen Barton, Paul Maharg, Leo Martin and Alan Paterson say farewell to Glasgow Graduate School of Law and reflect on how it has changed professional legal education in Scotland.

Practice relevant legal education: lessons from the evolving 'City' Legal Practice Course

The past ten years has seen important changes in the Legal Practice Course (LPC), with the entrance of new providers and the development of 'bespoke' versions of the generic LPC for City firms and, more recently, for individual firms. James Faulconbridge, Andrew Cook (both Lancaster University) and

Daniel Muzio (Leeds University) drew on insights gained from an Economic and Social Research Council funded project which explored both the role of the LPC and firm-based training in developing the competencies of new recruits to the legal profession. They considered what could be learned from the approaches taken in these bespoke LPC courses, and some of the implications arising from such developments.

Legal directions in Wales: an interview with John Griffiths AM

Richard Owen, Deputy Head of Glamorgan Law School and UKCLE's Consultant for Wales, reported on his meeting with John Griffiths AM, Counsel General of the Welsh Assembly Government to discuss current trends in legal education and other legal matters in Wales.



Richard Owen with John Griffiths

Project Development Fund

The Project Development Fund (PDF) was established by UKCLE for the following purposes:

- to promote innovation and the dissemination of good practice in learning and teaching in law
- to encourage research and projects in the field of legal education
- to involve law students and their representative bodies in the promotion of teaching and learning
- to develop methods for the evaluation of effective learning and teaching
- to enable the consideration of regional differences in the learning and teaching of law
- to deliver direct benefit (for example by the provision of materials, conclusions, experience) to law teachers
- to encourage a climate of innovation and inquiry among law teachers in their approach to learning and teaching

<http://www.ukcle.ac.uk/projects>

Funded projects completed 2009-10

Pedagogical impact of law school sabbaticals

Project team: Maureen Spencer and Penelope Kent (Middlesex University)

Project summary: researching the potential of the sabbatical to enhance research and teaching links

Completion date: June 2010

UKCLE funding: £5,200

The project aimed to provide empirical evidence on how academics' work patterns enable them to fulfil their institutional and professional obligations, in particular by balancing teaching and research, and has produced guidance notes aimed at maximising the pedagogical benefits from sabbaticals.

Project details and Executive Summary: <http://www.ukcle.ac.uk/projects/current-projects/spencer>

Final report and online material:

<http://www.ukcle.ac.uk/resources/personal-and-professional-development-and-cpd/sabbaticals>



Phase 1 of Access to Legal Work Experience and its role in the (re)production of legal professional identity

Project team: Andrew Francis (Keele University) and Hilary Sommerlad (Leeds Metropolitan University)

Project summary: an exploration of the role of legal work experience and its importance as a gateway to a career in the legal profession

Start date: October 2008

UKCLE funding:

£3,430 (phase 1 – completed September 2009)

£1,836 (phase 2 – October 2009 to September 2010)

This two year project aims to:

- explore the processes of legal work experience – how it is obtained, how students experience it and how employers 'manage' it;
- review different teaching and learning strategies designed to enhance students' understanding of the profession;
- develop theoretical understandings of the processes of professional socialization;
- contribute to debates surrounding the effectiveness of either 'embedding' such specific employability skills across the curricula and/or in PDP activities, or in standalone credit carrying modules;
- organise a one-day workshop to share best practice within legal education and the profession;
- develop from the research data, module and PDP evaluation, and workshop a series of web resources to support employability strategies within law schools.

Phase 1 was completed during 2009-10 and the interim report is available to download on the website: <http://www.ukcle.ac.uk/projects/current-projects/francis>

A practice survey of the teaching, learning and assessment of law in undergraduate medical education

Project team: Judy McKimm and Michael Preston-Shoot (University of Bedfordshire)

Project summary: a systematic practice survey of undergraduate medical curricula relating to law

Completion date: September 2009

UKCLE funding: £3,500 + £1,500 from SC for Medicine, Dentistry & Veterinary Medicine (MEDEV)

The drive towards integrated services and changing professional roles mean that the professional and legal responsibilities of different health and social care professionals need to be ever more clearly defined, but we have little systematic understanding of where and how law is taught and assessed in undergraduate medical education. This one year project, consisting of a practice survey of how law is taught, learned and assessed in the 31 UK undergraduate medical programmes and a systematic literature review of law teaching in medical education, aimed to fill the gap.

The final report can be downloaded from the website: <http://www.ukcle.ac.uk/projects/past-projects/mckimm>



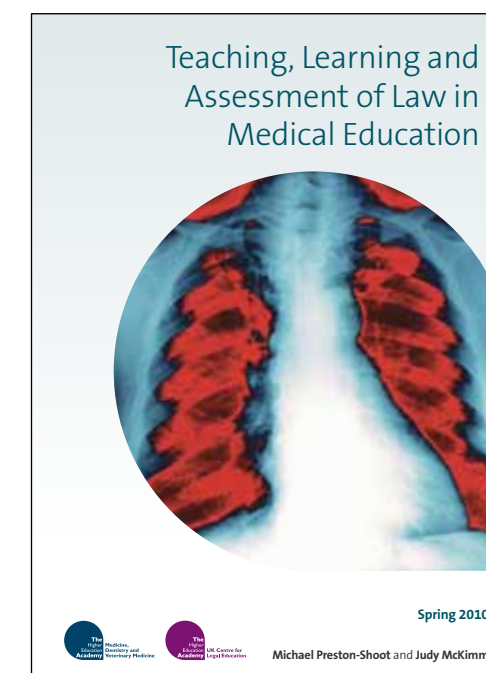
Other completed work

- EU Law Subject Survey. £2,700 grant, Richard Ball (University of Western England).
- Pilot international website on teaching legal ethics. £1,000 grant, Clark Cunningham (University of Georgia). Link to website: <http://www.teachinglegalethics.org>
- TRN on oral assessment. £1,000 grant, Chloe Wallace (University of Leeds).

UKCLE also provides funding for Teaching Resource Notes (TRN) – short, practical guides to teaching approaches in law, bringing together the essential topics, practical tips, sources, assessment models and e-learning considerations. The fee paid is £1,000.

The following projects were commissioned and are due to complete during 2010-11:

- The Internationalisation of Law Degrees. £1,652 grant, Greta Bosh (University of Exeter). An interim report has been completed and the work is being extended within the original grant.
- Teaching of statute law: research into current methods and provision of teaching aids. £5,080 grant, Stefan Vogenauer (University of Oxford).
- Using the Feminist Judgment Project in the classroom. £2,975 grant, Helen Carr (University of Kent).
- Experience of Erasmus students in British law schools. £750 grant, Christopher Bisping (University of Kent).



Grants received by UKCLE

UKCLE received two major new grants during 2009/10

- £247,250 from JISC/HEA for *Simshare*, UKCLE's Open Educational Resources (OER) project
- £23,444 a year for 3 years from the HEA for the Islamic Network Project.

We also received the final tranche of the 3 year grant from City Solicitors Educational Trust (CSET) to develop a toolkit for law teachers.

Islamic Studies

UKCLE has been involved in Islamic studies on a number of fronts.

Developing an Islamic law curriculum and resources

It has been recognised that the teaching and learning of Islamic law has been hindered by a lack of affordable and accessible resources, including online documentation. Since 2007 UKCLE has been funding the *Islamic Law Curriculum Project* to develop a series of Islamic Law teaching manuals and a working bibliography for use by teachers, students and practitioners in the discipline of law and beyond. A Glossary of Arabic terms has also been created to support the manuals and this is regularly being updated and expanded. Draft manuals available on the website have already been used to redevelop course modules. During the 2009-10 year final versions of two of the manuals were completed: *Introduction to Islamic Family Law* and *Introduction to Islamic Criminal Justice*.

<http://www.ukcle.ac.uk/resources/teaching-and-learning-strategies/islamiclaw>



Professor Shaheen Ali speaking in Venice

Islamic law conference

In September 2009 UKCLE made a significant contribution to a groundbreaking conference in Venice, *'Re-imagining the Sharia'*, initiated by our host institution, the University of Warwick. With 88 delegates from 26 countries, it successfully brought together cutting edge scholarship in diverse areas of the Islamic legal tradition on an international platform.

UKCLE can be rightly proud of the work it is doing in this area.

Professor William Twining (University College, London; UKCLE External evaluator)

The Islamic Studies Network Project

Following the government's designation of Islamic Studies as a strategically important subject, HEFCE funded the Higher Education Academy to develop a national Islamic Studies Network. In 2009-10 UKCLE and four other Subject Centres were awarded grant for three years to support Academy York in developing the network. The network will provide academics from a range of disciplines and institutions with opportunities to share good practice and develop resources.

In addition to collaborative activities, UKCLE's specific contribution will build on its existing Islamic law curriculum project. Planned work is to extend the main bibliography, develop thematic bibliographies and develop a comparative study of the four schools of Sunni thought. Further details can be found on the website: <http://www.ukcle.ac.uk/projects/current-projects/islamicstudies>

In January we appointed a Research Assistant, Shaheen Mansoor, to help deliver our work in this area and progress made this year included:

- UKCLE attended and contributed to an inaugural network project event with the organization of an Islamic law workshop, which included appointing and working closely with the host chair.
- The legal section of the modules database was examined in depth and updated through research of modules being run at higher education institutions with an element of Islamic law content.
- The contacts list for Islamic law was considered and significantly expanded through internet and other research. It is not regarded as exhaustive and new contacts will continue to be added regularly.

Shaheen also wrote an article about UKCLE's curriculum project for the Network's biannual magazine *Perspectives: teaching Islamic Studies in higher education*, the first edition of which will be published in November 2010. The article is entitled '*Islamic Law Curriculum Project takes the Shari'a Challenge*'.



Toolkit for Law Teachers

UKCLE's *Toolkit for law teachers* aims to be a unique resource supporting law teachers in delivering high quality learning and teaching. We decided to develop the toolkit after running face to face events for new law teachers over a number of years – in short, you told us there was a real need for a resource like this.

This ambitious project, which began in 2006-07, is focused on developing an interactive, subject specific, online toolkit divided into thematic, modular units, each addressing a specific aspect of learning and teaching in law. Core delivery will be through webcasts, with linked resources and activities supported by a set of downloadable materials.

The following modules are planned, with the first two expected to go live in Autumn 2010:

- Large group teaching
- Small group teaching
- Marking and feedback
- Student support
- E-learning
- Skills-based learning

Progress made during the year was to commission the last two modules, develop the learning environment and film two modules. The project is scheduled for completion by February 2011.

<http://www.ukcle.ac.uk/projects/current-projects/toolkit>

Simshare

Despite a late start, Simshare was delivered on schedule and within budget. Thanks to everyone involved in the project at UKCLE, the partner institutions Warwick, Glamorgan and Strathclyde, and beyond.

Executive Summary of the Final Report

Background, aims and objectives

Simshare was a subject-strand project within the UK-OER programme but was based on a learning tool rather than a specific subject. Simshare's focus was on simulations as Open Educational Resources (OERs) and building a user community around their development and re-use.

The project set itself the following objectives:

- Collation and dissemination of simulation resources that are repurposed as open educational content.
- Creation of guidelines for future publication of simulation projects.
- Increase awareness of staff to use simulation more widely and effectively through staff development.
- Create methodologies that will help staff to see more clearly how simulation OER can be interpreted and in particular how to:
 - Generate or re-purpose a simulation.
 - Archive a simulation.
 - Retrieve a simulation and analyse its component parts for educational value and purpose.

Outcomes

Simshare has:

- Developed a website, supported for three years, that acts as an interface for simulation submission to a repository, download of stored simulations or their component assets, and also supports a community of practice.
- Held a series of dissemination events that have promoted the use of simulation learning as well as introducing OERs.
- Worked with project partners and other donors to re-purpose simulations for re-use in a range of contexts, supported by a comprehensive suite of metadata.
- Evaluated the issues around the use of simulations for learning, teaching and assessment in HE and FE, and the potential benefits of simulations as OERs.



Conclusions and recommendations

A key element of Simshare's mission was to extend the use of simulation learning and teaching to a broad range of subjects and share current practice from those areas where simulation use was more established. We concluded that such an approach had practical issues for the project, for example in terms of soliciting simulation OERs from different subject areas, and was impeded by the inbuilt subject-disciplinary culture present in UK HE and FE.

Recommendation

With the increased availability of freely-licensed open educational resources, more consideration needs to be given to extending the use of these resources beyond their original subject context. In particular:

- Providers of OERs should be aware of the potential wider user constituency when addressing dissemination and discovery, and facilitating re-purposing.

- Bodies that support pedagogic innovation in HE, such as HEA, JISC, SEDA, should recognize the new opportunities provided by OERs and support more interdisciplinary initiatives at national and international levels.
- Interdisciplinarity itself can bring about radical curriculum innovation but only if institutions adopt fundamentally changed values about the nature of OER at all levels of management.

A simulation OER repository such as Simshare, with a high level of investment in support and guidance as well as a resource repository, adds tremendous value to its products. In this way, it can be much more effective in encouraging the use of simulation in learning and teaching. The Simshare community site provides a strong element of guidance, and by offering a habitat for a user community, Simshare is providing as much support and encouragement as it can for potential users.

Recommendation

The UKOER community should recognize the added value of OERs in facilitating radical pedagogic change, in particular in the case of resources that may involve high levels of initial investment (or be thought to do so), through presenting their resources in ways that:

- Drop the barrier to initial adoption by reducing the investment needed to implement the technique.
- Present clear information about implementing and managing a technique.
- Showcase a broad range of resources, some of which are not complicated or labour intensive.

Simulations are not simple learning objects whose purpose is necessarily clear and which can be downloaded for instant, out-of-the-box use like a video on YouTube. Ideally, simulations require extensive metadata that allow a potential user not only to understand the narrative but also to appreciate what is involved in running the simulation, including staff- and other resources and forms of assessment. This raises the need for a re-appraisal of metadata issues in UKOER.

Recommendation

A small follow-up project should examine the different metadata strategies of the UKOER projects, with a view to identifying the common issues faced and shared solutions.

When Simshare was designing its practical implementation, it became clear that the project would need its own repository to achieve its aims rather than using JorumOpen as the main repository. We consider that the UKOER programme needs to re-examine how project repositories function and how these are networked to maximise access to OER resources.

Recommendation

A central 'one size fits all' repository did not fit the pedagogic or practical needs of Simshare, nor of several other UKOER projects. UKOER should:

- Study the advantages and implications of a distributed model for OER repositories and
- Continue to introduce infrastructure to support such a model.

Final Report can be downloaded from: <http://www.ukcle.ac.uk/projects/past-projects/simshare>

A brief look back at UKCLE pedagogic research and SOTL

Over the 10 years of UKCLE, academic staff members have been active in developing pedagogic research and the scholarship of teaching and learning law, and have provided a significant element of discipline leadership in the field. For example, through Burrige's work on clinical legal education; Paliwala on e-learning; Webb on skills-based learning, and legal ethics and values; McKellar on technology-enhanced learning and Varnava's work on ESD. Current centre staff members are on the advisory boards of journals, including the *Law Teacher* (UK), *Legal Ethics* (UK), *International Journal of the Legal Profession* (UK), *Revista Educacion y Derecho* (Spain) and *@tic* (Spain). Centre staff edited and provided the majority of contributions to the book *Effective Learning and Teaching in Law* (Routledge 2002).

This scholarly work supports UKCLE's engagement with the academic and professional legal communities in the UK and has also helped build a strong reputation for the Centre internationally – for example, in the last four years UKCLE academics have made invited presentations on the Centre and its work in Australia, Germany (twice), Ireland, New Zealand, Slovakia, Spain, Taiwan (twice) and the USA. The Centre has also been involved in capacity building projects for legal education in Ethiopia and Kuwait.

UKCLE academic staff publications and conference papers 2009-10

Anniversary book

As part of UKCLE's 10th anniversary celebration, a further volume of essays got underway this year, featuring contributions from the Centre's academic staff and leading legal education scholars from the UK, Canada and Australia. The anticipated date of publication is Spring 2011.

Publications

Patricia McKellar

Barton, K., McKellar, P. (2010, forthcoming). From master to games-master: managing disequilibrium and scaffolding in simulation-based learning. In de Freitas, S., Maharg, P., eds, *Digital games and learning. Perspectives on game-based learning*. London, Continuum Publishers.

McKellar, P. (2010, forthcoming). A case study in simulation learning. In Wills S., Leigh E. & Ip A., *The power of role-based e-learning*. Abingdon, Routledge.

Barton, K., Bloxham, S. & McKellar, P., eds. (2009) Special Issue on Legal Education, *Journal of Information, Law and Technology*, Issue 3. Available at http://www2.warwick.ac.uk/fac/soc/law/elj/jilt/2009_3.

Tracey Varnava

Varnava, T., Lowther, J., Payne, S. (2010) Sustainability – is it legal? The benefits and challenges of introducing sustainability into the law curriculum. In Jones, P., Selby, D. & Sterling, S., eds, *Sustainability education: Perspectives and practice across higher education*. London, Earthscan.

Julian Webb

Boon, A., Webb, J. (2010) 'The legal profession as stakeholders in the academy' in Cownie, F., ed, *Stakeholders in legal education*, Oxford: Hart Publishing.

Webb, J. (2009) Taking Values Seriously: The Democratic Intellect and the Place of Values in the Law School Curriculum (November 12, 2009). *Warwick School of Law Research Paper No. 2009/06*. Available at SSRN: <http://ssrn.com/abstract=1504582>; forthcoming (revised) in Robertson, M. et al, (2010) *The ethics project in legal education*. Abingdon: Routledge.

External conference papers

Patricia McKellar

Simshare: Simulations as Open Educational Resources, *Higher Education Academy Annual Conference 2010*, University of Hertfordshire, June 2010.

Simulations as Open Educational Resources, *Annual International Blended Learning Conference 2010*, University of Hertfordshire, June 2010.

Open educational resources (OER): why they matter, *BILETA Conference 2010*, University of Vienna, April 2010.

Simulation and Open Educational Resources, *OER10*, Clare College, University of Cambridge, March 2010

Julian Webb

Lawyering in Liquid Times: Professionalism and Values in an Age of Uncertainty, *Fourth International Legal Ethics Conference (ILEC IV)*, Stanford University, USA, July 2010.

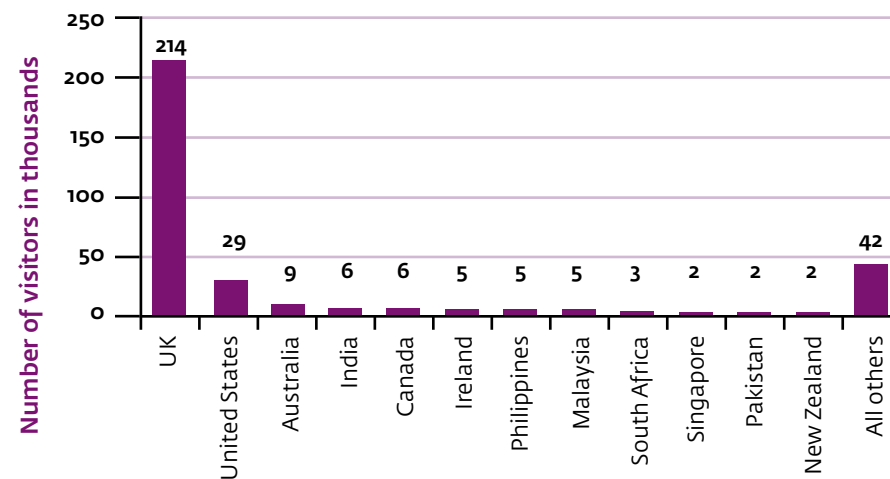
Enhancing legal education: the UK experience; invited paper, *Exzellente Lehre im juristischen Studium*, University of Hamburg, March 2010.

Ronald McDonald Designs a Law School: Globalization and Pluralism in Legal Education; invited paper, *The Reform of Legal Education in East Asia*, National Chung-Chen University, Taiwan, March 2010.

Web statistics 2009-10

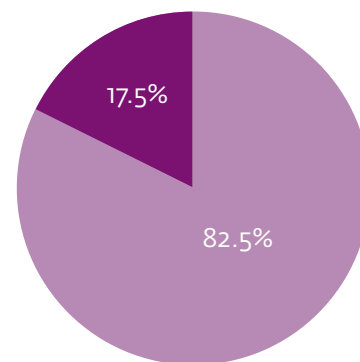
	Year 2009-10	Year 2008-09	% change
Total visits	330737	338252	-2%
Total page views	637782	701049	-9%
Unique visitors	277275	282952	-2%

Country of origin of visitors 2009-10



Visits by new and returning visitors 2009-10

New
Returner



Most visited resource pages in 2009-10

Resource Page	Number of views
Developing reflective practice (all pages)	117459
Formative versus summative assessment	34678
Directions (all issues)	20294
Law degrees in England and Wales	15539
The structure of the civil and criminal courts	6892
E-portfolio resources	6790

The small negative change is to be expected, given the high increase last year and the redevelopment of the site. The figures are still impressive and show that the website continues to be a valuable resource for our community.

The pattern of visits by country was virtually the same as 2008-09. The majority were from the UK (213,735 / 65%). Eleven other countries had a significant number of visits ranging from 2,000 (New Zealand) to 29,000 (USA), and this group comprised 23% of all visits. The remaining 42,000 / 12% of visits was the combined figure of all other countries.

The percentage split of visits by new and returning visitors was almost identical to 2008-09, with 82.5 / 17.5 compared with 82.3 / 17.7.

The reflective practice resource continues to resonate with visitors to the site. The UKCLE bi-annual newsletter *Directions in legal education* also remains popular, as does the wealth of information for students on studying at UK law schools.

Launch of new UKCLE website

UKCLE's website had served the community well for many years but the Zope programming language was not well supported and the design and functionality had become dated. Further, the content had grown to over 1000 pages and was becoming difficult to manage. UKCLE decided that the anniversary year was a good time to redevelop the site and after a formal tendering process a Birmingham-based firm, Made Media, was engaged to effect the transformation.

Working closely with the UKCLE staff team, the project took 7 months hard work but we are very happy with the results. Programmed in the industry standard PHP, the website is as aesthetically pleasing as it is functional. Aside from the standard search facility, navigation features include a top menu bar that detaches from the header as you scroll down the page, a floating toolbar for ease of access to print, email, tag and related pages, and tag tables on resource landing pages. The 'back office' content management system is straightforward for UKCLE staff, with images, videos and audio files as easy to incorporate as text.

We took the opportunity to reorganize the resources section predominantly into the Higher Education Academy's Evidencenet themes, and also moved our student material to the top level menu to make it more visible and accessible.

We consider the website fit for purpose as UKCLE moves into its second decade...but we'd love to hear more feedback from users. Please leave a comment on the website <http://www.ukcle.ac.uk> or send us an email: ukcle@warwick.ac.uk



The home page, with access to the main areas of the site. The top menu bar disconnects and moves with the downward scroll to maintain access to all the sub-menus wherever you are on the page.



The resources section is organized into Evidencenet themes...and the landing page for each theme can be searched alphabetically, by date or by keyword tag



A floating toolbar gives easy access to print, email, tags and related pages



UKCLE team 2009-10

Paul Cockrell	Technical Support Developer
Lauren Goodchild	Information Officer
Melanie Hughes	Administrative Assistant
Danielle Lysaght	Centre Manager
Shaheen Mansoor	Research Assistant – Islamic Studies
Patricia McKellar	Senior Teaching & Learning Advisor
Hansa Surti	Events Coordinator
Paul Swain	Information Officer
Tracey Varnava	Associate Director
Julian Webb	Director

Staff

This year we were delighted to have had Lauren Goodchild, Paul Cockrell and Paul Swain with us, all of whom injected youthful enthusiasm into the Centre's work. They made a positive impact during their stay and have all moved on to good new opportunities – Lauren to GCHQ at Cheltenham, and both Pauls to private IT companies. Paul Cockrell will still provide part-time support over the next three months whilst we complete the Toolkit project.

We also welcomed to the team Shaheen Mansoor as Researcher on our Islamic Studies Network Project and Melanie Hughes as the Centre's Administrative Assistant, both of whom will be continuing at UKCLE in 2010/11.

Other people involved with UKCLE this year were Julian Priddle (Project Coordinator), Sheila Skinner (Development Officer) and Gavin Maxwell (Web Developer), who were engaged specifically to work on Simshare. We were grateful for their contribution to successful delivery of a challenging project.

Consultants

UKCLE engaged three academics to lead on specific areas of work during the year – Michael Bromby (Glasgow Caledonian University) as consultant for Scotland, Richard Owen (Glamorgan) as consultant for Wales and Jane Holder (UCL) as ESD consultant. We are pleased to confirm that they will be working with us again on various projects in 2010-11.

Further, we were fortunate to have had expert academic input to our Simshare project from Karen Barton (University of Strathclyde), Karen Counsell (Glamorgan) and Paul Maharg (Northumbria).

Finally, the redevelopment of the website also brought the end of an era as we bade farewell to Dana Ciocan (Technical Consultant) and Ann Priestley (Information Consultant) in July. Dana and Ann had long been associated with UKCLE, originally as staff members and latterly as consultants. They were fundamental to the maintenance of the previous website to a high standard over the years. We will miss them and wish them all the best in their future endeavours.



Ann



Dana

Advisory Board Members

The Advisory Board and its sub group, the Strategy Committee each convenes once a year to provide the UKCLE team with advice and guidance on the development of the strategic and operational plans, and to offer feedback and support in relation to the range of activities delivered.

The Board membership is representative of the legal community UKCLE serves, and helps to ensure that its work is relevant, focused and current.

Members

Mike Cuthbert

Association of Law Teachers (ALT)

Eileen Fry

Association of LPC Providers

Valerie Shrimplin

Bar Standards Board

Sefton Bloxham

British & Irish Law, Education and Technology Association (BILETA)

Jane Buddle

British & Irish Association of Law Librarians (BIALL)

Kevin Kerrigan

Clinical Legal Education Organisation (CLEO)

Elizabeth Mytton

Committee of Heads of University Law Schools (CHULS)

Selina Goulbourne

Commonwealth Legal Education Association (CLEA)

Mike Ottley

Consortium for Access to Legal Education (CALE)

John Hamilton

Faculty of Advocates

Alison Hollyer

Institute of Legal Executives (ILEX)

Liz Campbell

Law Society of Scotland

Rebecca Hilsenrath

LawWorks

Phil Harris

Legal Education Research Network (LERN)

Julian Lonbay

Society of Legal Scholars (SLS)

Penny English

Socio-Legal Studies Association (SLSA)

Mandy Gill

Solicitors Regulation Authority

Roger Burridge

University of Warwick (host institution)

Co-opted members

Alison Bone

University of Brighton

Fiona Cownie

Keele University

Nigel Duncan

City Law School

Ann Holmes

Manchester Metropolitan University

Pat Leighton

University of Glamorgan

Paul Maharg

University of Northumbria

Avrom Sherr

Institute of Advanced Legal Studies (Chair)

Ashley Wilton

Newcastle University

Ex officio members

William Twining

UKCLE External Evaluator

Financial Summary 2009-10

UKCLE receives core grant funding from the Higher Education Academy, to which it is accountable for financial and other performance reporting.

Summary income and expenditure account for the year ended 31st July 2010

	Actual £	Budget £	Variance £	Variance %	Note
Income					
Total C/F from 2008-2009	103,667	88,252	15,415	17%	
Higher Education Academy recurrent grant	526,204	501,000	25,204	5%	
Host Institution's contribution	193,124	205,288	-12,164	-6%	
Other income	26,644	0	26,644		
Total	849,639	794,540	55,099	7%	1
Expenditure					
Payroll	312,957	322,755	9,798	3%	
Office running costs & overheads	343,053	345,538	2,485	1%	
Non-pay for strategic functions and programmes	128,787	126,247	-2,540	-2%	
Total	784,797	794,540	9,742	1%	2
Surplus / (deficit)	64,842	0	64,842		3

Notes

- More income was carried forward than anticipated at budget stage. The HEA core grant was higher than expected and UKCLE also successfully attracted funding for the Islamic Studies Network Project. The host contribution represents the difference between the discounted overheads paid by UKCLE (25% of grant) and Warwick FECs. Increased grant meant higher actual overheads payment by UKCLE and correlating reduction in balancing contribution. (Income classed as non-Academy, namely the JISC Simshare grant and CSET toolkit grant, is not incorporated into the core grant summary above.)
- Expenditure overall was on target, with the small negative variance on strategic functions and programmes offset by lower salary costs due to recruitment delays. (Expenditure relating to the JISC Simshare grant and the CSET toolkit grant is not incorporated into the core grant summary above.)
- The surplus is within the maximum carry forward allowed. For 2009/10 this is calculated as £51K (10% of core grant £511K) plus £15K (an additional unbudgeted amount given to Subject Centres), total £66K.