

Now we are ten



This year is the tenth anniversary of the Higher Education Academy's subject centre network, of which UKCLE 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*.

Thirteen years on it is already easy to overlook the impact that Dearing has had on the higher education system. By 1996 the UK higher education system was close to collapse. 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 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 argument that the changes introduced in each of those areas have made UK higher education a very different place to 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. ▶

In this issue

News 3-4

People 4-5

Legal directions in Wales: an interview with John Griffiths AM

Features 6-9

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

Contingency and Contested Narrative: A threshold concept in legal education

Learning in Law Annual Conference 2010 10-11

Features 12-15

Beyond dead trees and defining the university 'experience'

GGSL – the phoenix of legal education

People 15

Project reports 16-18

Open Educational Resources (OER) in Simulation Learning

Empirical research in the undergraduate curriculum

Events 19-20

As UK higher education enters another period of financial constraints and cutbacks, it is important that we take stock and consider our priorities. As we approach the end of funding for the Centres for Excellence in Teaching and Learning, with cuts also to the Higher Education Academy budget for 2010-2013, and potential reductions in central services in many universities, there are concerns that a substantial part of the expertise on educational development and enhancement, built up over the last decade, may be at risk. We need to consider how we defend the advances made post-Dearing, and, indeed, recognise that Dearing's prescription remains an unfinished project. We need also to remember that whilst Dearing was creating a vision for a higher education fit for the twenty-first century, it remained strongly embedded in the liberal tradition. In his recent Dearing Memorial Lecture at the University of Nottingham, Lord Mandelson observed:

Lord Dearing was very clear that our higher education system was central to what made our society intellectually curious and critical, what made it socially just and humane. It is the place where we define and redefine our sense of ourselves and the forces that shape us... We have to hold very tightly to a belief in the importance of higher education as a civilising force, as the ultimate and necessary bastion of knowledge and learning for their own sake.

Lord Dearing also stressed that [universities] are where we develop the basic capabilities that underwrite our economic strength. Although he did not use the word globalization, he described a globalized economy and he knew that higher education had to be central to our response to that challenge.

That vision is as relevant today as it was in 1997, and I think there are sentiments within that statement that we can all share. Teaching is, of course, central to this conception of the university. It is primarily through teaching that we transmit knowledge, values, skills, an understanding of cultures, and, we hope, a lifelong love of learning. It is through learning and teaching that we have the opportunity to engage, as Luce Irigaray observes, with the essential question of "what humanity could be as such". A large part of this task falls to the disciplines. The disciplines largely define not just what we study, but who we see ourselves to be, whether as teachers or students. Disciplinarity in this sense is both an opportunity and a threat. Disciplines can both widen and narrow horizons. Law is fundamentally concerned with social justice, power and values. It possesses the potential constantly to alert us to the threat of the inhumane. "It could", as Phillip Allott has put it, "so easily be the paradigm of university education." And yet it can also fall

far short of those ambitions, becoming a dry, narrow, technocentric subject, lacking human warmth and creativity.

Of course, it doesn't have to be like that. We have a choice about the mark we leave on the world, and in times of economic stringency, when just getting by seems hard enough, our aspirations need to be kept alive. And it is in this endeavour, as much as in providing technical tweaks and quality enhancements, that bodies such as UKCLE must play a part. In events like our annual conference we have sought to provide legal educators with a space not just to talk about teaching, but to re-imagine their and their students' world of education. It is creating the opportunity to develop "new ideas, new spaces, new ways to understand legal education, new ways to understand how our society actually works" (Paul Maharg).

In sum, if the subject centre network has a core, and (arguably) timeless, rationale it is this: the belief that teaching really does matter, and that together, as a discipline, we can choose to make a difference not just to the quality of learning, but, ultimately, to the kind of society that we may become. Thank you to everyone who has worked with UKCLE over the last ten years for sharing in that belief.

Julian Webb

References

Allott, Phillip (1987) 'Glum Law', *The Times Higher*, 17 August.

Dearing Report (1997) *Higher Education in the Learning Society*, available at www.leeds.ac.uk/educol/ncihe/

Irigaray, Luce (2008) 'Listening, Thinking, Teaching' in L. Irigaray and M. Green (eds) *Luce Irigaray: Teaching*. London: Continuum, p.237.

Maharg, Paul (2010) 'LILAC: visions of legal education' *Zeugma* (blog) 17 February, available at <http://zeugma.typepad.com/zeugma/2010/02/lilac-panel-discussion-of-future-of-legal-education.html>

Mandelson, Lord Peter (2010) 'The Dearing Lecture: The Future of Higher Education', 11 February, available at www.bis.gov.uk/dearing-lecture

Law Teacher of the Year 2010



Rebecca Huxley-Binns (centre) with (from left to right) Victoria Murray, Margaret McDonald-Daw, Haresh Sood and Martha-Marie Kleinhans.

Rebecca Huxley-Binns, a Senior Lecturer at Nottingham Trent University, became the latest Law Teacher of the Year at UKCLE's Annual Conference in January. The trophy and a cheque for £3000 were presented by Roger Burrige, UKCLE's founding Director. In accepting the prize Rebecca 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.'

This year's other finalists were:

- Nick Jackson - Senior Lecturer, University of Kent
- Martha-Marie Kleinhans - Senior Lecturer, University of Reading
- Margaret McDonald Daw - BVC Tutor, Manchester Metropolitan University
- Victoria Murray - Senior Lecturer, Northumbria University
- Haresh Sood - Subject Leader, Department of Law, Rushcliffe Sixth Form, Nottingham



The Alistair MacQueen Memorial Grant of £1,000 was awarded to Nick Jackson, University of Kent. The grant is given to support a charitable initiative in the winner's university or college. This year's grant will go to the ongoing partnership between Kent Law Clinic and Canterbury Housing Advice Centre, thereby further enhancing the opportunity for Kent students to undertake pro bono work.

The Law Teacher of the Year competition is sponsored by Oxford University Press and run in association with UKCLE. The competition, which is now in its seventh year, was originally developed by the Association of Law Teachers.

UKCLE Research Fellowship Scheme

UKCLE has launched a scheme for visiting fellows in conjunction with the University of Warwick. The fellowships will allow individuals wishing to pursue legal education research to be based in the Centre for a period of between one and six months. The fellowships, which are non-stipendiary, are available on a full- or part-time basis. Additional information on the scheme can be found at www.ukcle.ac.uk/interact/visiting.html.

Law Student Pro Bono Awards – shortlist announced

The shortlist for the LawWorks/Attorney General Student Pro Bono Awards for 2010 has been announced. The awards are made across four categories: best individual student; best student team, best law school and best new pro-bono activity. Overall the shortlist celebrates pro bono activity across fifteen law schools, including students at both the academic and vocational stage of legal education.

The institutions shortlisted for best law school are the College of Law, and the Universities of Kent, Manchester, Northumbria, and the West of England. In

2009 the law school award went to the University of Strathclyde law clinic.

This year's judges are Husnara Begum - Editor, Lawyer 2B; Hugh Brayne - Tribunal Judge, former academic and UKCLE consultant; Tom Laidlaw - Head of Academic Development, LexisNexis, and Linda Lee - Vice President of the Law Society for England & Wales. The awards will be presented by the Attorney General, Baroness Scotland, at the House of Lords on Tuesday, 30 March 2010.

QAA launches consultation on the 'Academic Infrastructure'

The Quality Assurance Agency for Higher Education (QAA) has launched a major stage in a project looking at how the tools used by UK universities and colleges to set and maintain quality and standards are working. The tools, known collectively as the 'Academic Infrastructure', were created to give institutions a shared framework for setting, describing and assuring the quality and standards of their degrees and other higher education courses.

Anthony McClaran, QAA's Chief Executive, says: "We're keen to hear the views of as many people as possible with an interest in higher education. This work will inform the future development of the Academic Infrastructure and will also contribute to the wider consultation on the future quality assurance system for higher education in England and Northern Ireland which is currently underway."

The QAA's discussion papers can be accessed at www.qaa.ac.uk/academicinfrastructure/evaluation10/default.asp. The deadline for responses is 7 May 2010.

Review of external examining

UUK, together with GuildHE and in collaboration with agencies such as the Quality Assurance Agency (QAA) and the Higher Education Academy (HEA), is leading a UK-wide review of external examiner arrangements. This review will seek to ensure that the system remains robust, recommending any improvements which would continue to support the comparability of academic standards and meet future challenges.

The Group is addressing various issues, including:

- the need to develop Terms of Reference for the role, to support consistency
- reinforcing the specific role of external examiners in ensuring appropriate and comparable standards
- analysing the level of support given by institutions to external examining, both financial and professional
- current and future challenges and changing practice (such as modularisation) and their implications for external examining
- comparing the UK system with international practice

The Group is due to produce a report later this year.

Legal directions in Wales: an interview with John Griffiths AM



Richard Owen, Deputy Head of Glamorgan Law School and UKCLE's Consultant for Wales, recently met with John Griffiths AM (pictured right), Counsel General of the Welsh Assembly Government to discuss current trends in legal education and other legal matters in Wales.

Richard Owen: Could you tell us about the Counsel General's role, and why you aren't called an Attorney General, for example?

John Griffiths: In essence, the Counsel General is the authoritative legal advisor to the Welsh Assembly Government. It is the Counsel General that provides the final advice to Welsh Assembly Government as to whether a particular proposal is within their powers or not, or indeed whether they should take particular action with regard to a judicial review or any other legal matter. I'm not called an attorney general because there is one Attorney General in the UK and we still have that single legal jurisdiction for England and Wales so we certainly wouldn't want to create any confusion.

RO: What are your expectations of the law schools in Wales and the UK generally? Do you see them having a role in researching possible areas of law reform now we have a specific body of Welsh law?

JG: Yes, there is a big role for the universities and law schools in the UK to understand that we are now in a very different constitutional and legal situation because we have devolution. It's something that is fairly new to the UK; we've had a very centralised political system for an

awful long time. Now we have devolution we have developing bodies of law within the component parts of the UK and this does need to be recognised and factored into legal education, otherwise students wouldn't really be getting the up to date and complete picture, which is obviously what they need to have. There is scope for research as to what extent there has developed a separate body of law in Wales and how processes and systems have changed.

RO: What about the public engagement role? Do you see law schools becoming involved in pro bono work?

JG: Absolutely. I have in my early stages of being Counsel General asked officials to get some sort of picture of the amount of pro bono work going on in Wales and to look at how perhaps we could have an overview of what happens, what benefits does it deliver, are there gaps, does it really fit in with government strategy, for example around social inclusion. So if you're looking at community regeneration for example, you've got a host of people and organisations trying to develop constitutions, understand how they need to structure themselves in order to access funding, and relate to other organisations and achieve their objectives. There's an awful lot of scope for pro bono work to link with that sort of community regeneration/ social inclusion policy, trying to ensure that where there are gaps in accessing legal advice and assistance how that could best be filled. So I'm very interested in that, and I think the universities and law schools would have a body of expertise and capacity to bring to that work.

RO: Widening access to law schools and the legal profession is something I know from one of your first interviews you're interested in. Under active consideration at the moment is the possibility of law schools accepting people with lower grades from working class backgrounds and so on. What about other ways of diversifying entry, such as the legal executive route or part time study or block study?

JG: What I'd like to do really is to conduct an exercise in understanding what the issues are. Just what are the backgrounds of the law students we have in Wales? What's the composition of the profession here in Wales? Once we get that picture we should be able to understand what the issues are in terms of social class. Then I think it would be a very good exercise to draw together a number of key players - the universities, the law schools, the professional bodies and others - to look at the picture that we've established and then to decide how we might go about ensuring better equality of opportunity for all sections of society in Wales. Looking at the grades required of working class students to get into law school is one part of it, but there are big questions about how open and accessible the professions themselves are.

RO: It's quite an unusual situation having one legal jurisdiction in England in Wales, but in some areas separate laws now emerging in Wales. Do you see a separate legal profession forming in Wales?

JG: Because it's such early days for devolution in the UK, it's quite difficult really to look ahead with any degree of confidence in terms of forecasting what the structure of the profession might be. But at the moment we've got such a long history of a single legal jurisdiction for England and Wales, and everything, at all sorts of levels and in all sorts of ways, is tied together so closely that we should progress as we are. As things develop down the track it will be important to keep absolutely everything under review and reassess how we could most effectively go forward. I would be very reluctant to rule anything in or out at this early stage of devolution. It makes sense to make sure we're not too revolutionary at this stage.

RO: In Wales we're now getting regulations from Brussels, from Westminster, from Whitehall, from the Welsh Assembly Government, from the National Assembly. It's very hard for the ordinary citizen to keep up with the legal position. Do you think

we'll be having a Welsh Statute Book so we'll have greater transparency as to the regulatory position in Wales?

JG: Anything that helps ordinary people to understand where we are with law here in Wales - what developments there have been, how the Welsh Statute Book has developed - are very valuable because it's one of the basics of having an effective system of law that the ordinary citizen can readily find out what the law is. I think we will see developments and we have seen developments in that direction. We would also hope to make the Welsh Assembly Government website as user friendly as possible, again to help people understand what the legal position is and how the systems work. Of course, there are others who help us in this regard, including again the universities in Wales and the law schools, and we're very pleased with that assistance.

RO: The new type of Welsh laws, Welsh measures, are being developed bilingually. Do you think there is a need for more bilingual lawyers in Wales?

JG: There is a need for more bilingual lawyers in Wales at all levels. That's part of the general picture of trying to create a more bilingual Wales. We have a policy called the *laith Pawb* which is about just that, creating a more truly bilingual country. It's a challenge in terms of all aspects of service delivery in Wales, and economic activity. As part of that it would be very positive indeed if we had more bilingual lawyers so that legal services could be delivered in the spirit of a bilingual Wales.

The full interview can be heard at www.ukcle.ac.uk/resources/wales/index.html.

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. Here, **James Faulconbridge, Andrew Cook** and **Daniel Muzio** draw 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 City legal profession. They consider what can be learned from the approaches taken in these bespoke LPC courses, and consider some of the implications arising from such developments.

Since 2001, LPC courses tailored to the needs of City firms generally and most recently to the specific needs of individual city firms such as Clifford Chance or Allen & Overy have been developed, notably by BPP and the College of Law. Programmes are tailored in four main ways:

- Content. Firms have been able to decide on the way compulsory elements of the course are taught and, most importantly, the choice and content of electives available to their recruits. This has meant replacing non-City relevant options such as family law with specialist options such as business law or capital markets as well as developing new forms of skills-based training.
- Precedents and standard forms. Firms provide their own precedents and standard forms to the training providers to be used throughout the different LPC modules. This helps students to familiarise themselves with their employer's systems and processes and to develop the necessary practical skills for dealing with the basic day-to-day tasks they will be expected to complete during their traineeship.
- The simulated office. One technique developed by certain providers is the simulated office whereby LPC students are provided office space by their sponsoring firm and complete a variety of tasks in simulated but realistic situations. Simulations involve, for example, fielding telephone calls and emails from fake clients and conducting face-to-face interviews with partners or actors playing clients in order to gain a realistic semblance of life as a lawyer. The aim is to make the LPC course part of the process of learning to work as a lawyer in the firm, not just learning to be

a lawyer in the abstract context of the legal profession in general.

- Meeting the students – socialisation. Throughout the tailored LPC programmes many firms involve partners and senior associates either through formal presentations, or through social events. Such involvement further allows trainees to learn about the realities of work from a practising lawyer who will soon become a colleague. Moreover, completing training with their future colleagues is thought to help recruits to develop a series of working relationships which will be useful throughout their training contract.

Implications

The aim of the LPC according to the Solicitors Regulation Authority (SRA) (2004) is "to prepare students for practice... to provide a general foundation for subsequent practice". Our research suggests that, from the perspective of City firms, the aim of the LPC is more likely to be met thanks to the opportunities offered by tailoring, although there is still some way to go to make the course completely suited to the realities of City practice. One interviewee described the situation as follows: from a City firms' perspective, originally the LPC got people to about 1.5 out of 10 in terms of understanding; the City LPC increased this to 4 or 4.5; firm-tailored LPCs get people to 5.5 but more radical changes, relating to content particularly, would be needed to get anywhere close to 10.

This was mirrored in junior City lawyers' descriptions of their experience of the LPC. In summary:

- Those having completed an 'off the shelf' LPC before the development of

the City and firm-tailored programmes suggested some of the generic skills were useful but the broad range of the content and the lack of focus on City related specialisms and skills was problematic.

- Those having completed a firm-tailored programme noted the benefits in terms of developing an understanding of what it means to 'do law' in the firm they were heading for. This was both in terms of how to do law in a pragmatic sense – the kinds of standard forms that will be encountered – and in a cultural sense – the way they would be expected to approach legal issues and deliver advice to clients.

Our research thus emphasises, from the perspective of large firms and their trainees, that in order for the LPC and legal education more generally to be relevant to the realities of work as a lawyer it is essential that courses are tailored more to the realities of legal practice in the 'real world'. This raises a number of questions that we do not seek to answer here but we suggest deserve further research:

- Should all LPC courses be tailored to the realities of work in a particular type of law firm? Should courses be available that reflect the diverse array of practice settings in England and Wales, from high street, through small-medium firm corporate practice to City practice?
- Should the Graduate Diploma in Law, which is already available in a 'City' orientated format, be similarly available in bespoke forms?



- Should law degrees do more to deal with compulsory content through an 'applied' approach, perhaps using material and scenarios provided by firms? Could mandated parts of qualifying law degrees be developed in partnership with firms and involve the active contributions of lawyers?

Some reflections

Of course, we must be aware of the risks associated with tailored and 'applied' approaches to legal education and in particular of the danger of producing solicitors who only understand the realities of legal practice in a limited context. It is important to maintain the transferability of the LPC and GDL whilst also making it as relevant as possible to life in the legal profession. A balance has to be struck, and further research about how to maintain this balance seems essential. Furthermore, questions still have to be answered about the importance of all lawyers, as members of the legal profession, sharing a common training experience and developing allegiance to a common set of values and ideals, and the role of training in this. Can tailored courses maintain such an esprit de corps or is this feature of traditional legal professionalism likely to be lost? (And would its loss really matter in light of the changing role of professions in society?) We suggest there is much more work to do to get to grips with the challenges of making legal education relevant and appropriate for the 21st century.

Dr James Faulconbridge (j.faulconbridge@lancaster.ac.uk) is a Lecturer in Human Geography, and **Dr Andrew Cook** (a.cook3@lancaster.ac.uk) a Research Assistant at Lancaster University. **Dr Daniel Muzio** (dm@lubs.leeds.ac.uk) is Senior Lecturer in Employment Relations at Leeds University Business School.

More details of the research project on which this article draws are available at http://www.lancs.ac.uk/professions/professional_ed/ The authors acknowledge the support of the UK's Economic and Social Research Council for funding through grant RES-000-22-2957. The authors are also grateful to all those lawyers and providers of the LPC that gave up time to be interviewed as part of the research.

References

Solicitors Regulation Authority (2004) *Legal Practice Course: written standards* - www.sra.org.uk/documents/students/lpc/standards.pdf.

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; they were also the subject of a workshop at LILAC10. In this feature **Claire McDiarmid** and **Elaine Webster** continue 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 explain why such threshold concepts matter in a discipline context.

We understand a threshold concept as being a foundational feature of a discipline, mastery of which allows students to progress. The student can be seen as achieving a paradigm shift in the way in which s/he approaches and understands the discipline as a whole and the way in which s/he integrates previously acquired knowledge. In the context of legal education, it is helpful to view this progression metaphorically as a gateway, or bridge, allowing students to move from a general view of law as a set of factual statements to the perspective of a legal professional (whether academic or practitioner). A threshold concept is described by Meyer and Land as ‘akin to a portal, opening up a new and previously inaccessible way of thinking about something.’ (Meyer and Land 2003: 412). Such a concept

is seen to typically possess a number of characteristics, including transformative potential (of ‘subject matter, subject landscape or even world view’), and ‘troublesomeness’ (Meyer and Land 2003: 412).

The threshold concept which we wish to delineate here constitutes an overarching approach to law. Once a student has moved through it, it will likely “transform” the base from which s/he engages with the discipline. It is our contention that statements, or principles, of law – which are treated as truisms and which are often regarded as its building blocks – must be recognised by students as being contingent: their impact is conditional upon context and their meaning is pliable, whether they are deployed in “traditional” legal adversarialism or form the basis of theoretical work. Such statements point towards possibilities rather than given outcomes. Crossing the threshold allows students to recognise simultaneously law’s certainty – a quality which its continued credibility requires it to possess – alongside its essential malleability. It is this recognition (of contingency), and the understanding to which it gives students access, which constitutes our embodiment of a threshold concept in law. We build into our exposition the idea of law as a contested narrative and survey some of the implications of this view.

Contingency and contested narrative

In teaching ‘the law’ on a particular area, we often reduce it to a set of “clear” and “simplified” statements. Thus, for example,

A contract requires consensus or a meeting of the minds

The mens rea of murder is wicked intention to kill or wicked recklessness

It is unlawful for a public authority to act in a way that is incompatible with a Convention right

It may be possible to learn by rote the basic statements of law identified above. Students start from this “knowledge” but should move from this basic understanding

to a deeper conceptualisation of the multiple meanings which could be attached to the deceptively simple statement of the principle, particularly as those meanings are manipulated in and by the adversarial context. Thus, students may seek to argue that the received understanding of a particular statement is incorrect by, for example, presenting an alternative interpretation of previous case-law. Having crossed that threshold, they might manipulate the statement to advance their own standpoint – that the meaning to be attached to “wicked intention to kill”, for instance, is variable, heavily dependent on context and, to that extent, much vaguer than the basic statement of legal principle might suggest.

We suggest that students must come to understand the idea of the contingency of statements of law if they are to grasp the nature of law as a discipline. Otherwise, they may be limited to a practice of ‘mimicry’ (see Meyer and Land 2003: 422). Grasping this idea can further expose students to the potentially discomfiting idea that law is fundamentally characterised by, and concerned with, contested narrative – i.e. that it is of the nature of law that its statements are constantly subject to challenge. Gewirtz, referring to a legal trial, portrays well this manifestation of contested narrative:

‘[...] one side’s narrative is constantly being met by the other side’s counternarrative [...], so that “reality” is always disassembled into multiple, conflicting and partly overlapping versions, each version presented as true, each fighting to be declared “what really happened” – with very high stakes riding on that ultimate declaration.’ (1996: 8; see also Brooks 1996.)

Viewed thus, it is clear that law is always subject to the interpretation of its user, (which is instrumental rather than passive and descriptive) and the context in which s/he seeks to use it, including the factual situation in which it is to be embedded. Notwithstanding the difficult questions that may follow from asserting that law is contested narrative (e.g. the implication that law is ‘only’ narrative; see Baron and Epstein 1997), this basic

descriptive portrayal of law seems not to be contentious. Baron and Epstein describe narrative as an ‘enterprise that encompasses the recounting [...] and receiving [...] of stories.’ (1997: 147). This captures the outworking of law on multiple levels. Judicial opinions, academic debate, witness evidence, or court pleadings by counsel all, to some extent, “tell” the law for their own purposes. This fundamental uncertainty over what “the law” is – an issue which had hitherto been regarded as certain and definable – may indeed be conceptually difficult for students. Consequently, they may experience this turning point as challenging and it may give rise to further unsettling realisations.

Trouble and transformation

We argue that this concept of the contingency of law possesses the major characteristics of threshold concepts as developed in the educational literature. Such concepts are often “troublesome” due to the shift in perception that they entail (see discussion of Perkins’ understanding of the nature of troublesome knowledge in Meyer and Land 2003). Our threshold concept might disrupt students’ perceptions of law on multiple levels, including their understanding of the relationship between law and justice, particularly if law was initially perceived as an edifice – a set of certain and readily identifiable rules with definite and accepted meanings. Knowledge of the contingency of statements of law might indeed be counter-intuitive (Meyer and Land 2003). For students, it may contain a seeming contradiction.

Students might come to understand law as a normative institution shaped by actors within the law, after which it is impossible to view one’s role as an interpreter of law as the exercise of pre-determined, mechanical application of rules. Brooks reminds us that ‘storytelling is a moral chameleon’ (1996: 16). This points towards a significant characteristic of threshold concepts – their (normally irreversible) transformative nature (Meyer and Land 2003).



Summing up

The promise of the threshold concept model in disciplinary education lies in presenting an alternative point of departure for reflecting upon and refining teaching, learning and assessment practices. It provides a focal point for helping students to cast off or reconcile pre-existing perceptions that may act as obstacles to their progress. The model potentially has implications for all areas of course design (see Miffendorf and Pace 2004 on teaching methods; also Land, Cousin, Meyer and Davies 2005 on implications for course content). A further, and particularly valuable feature of the model is its emphasis on learning as a transformative journey (see Meyer and Land 2003), which is encouraging for both educators and students in its normalisation of the challenging nature of higher education. Moreover, approaching course design and teaching methods through the lens of how students, both descriptively and normatively, come to interpret and apply statements of law, whether in a practical or a theoretical context, is potentially a valuable approach that could help us highlight what is fundamentally important in legal education.

Dr Claire McDiarmid (claire.mcdiarmid@strath.ac.uk) is a senior lecturer and **Dr Elaine Webster** (elaine.webster@strath.ac.uk) a lecturer in the Law School at the University of Strathclyde.

References

- Baron, J. B. and Epstein, J. (1997), ‘Is law narrative?’, in *Buffalo Law Review*, 45, 141-188.
- Brooks, P. (1996), ‘The law as narrative and rhetoric’, in P. Brooks and P. Gewirtz (eds.), *Law’s stories: narrative and rhetoric in the law* (New Haven: Yale University Press), 14-22.
- Gewirtz, P. (1996), ‘Narrative and rhetoric in the law’, in P. Brooks and P. Gewirtz (eds.), *Law’s stories: narrative and rhetoric in the law* (New Haven: Yale University Press), 2-13.
- Land, R., Cousin, G., Meyer J.H.F., and Davies, P. (2005), ‘Threshold concepts and troublesome knowledge (3): implications for course design and evaluation’, in C. Rust (ed.), *Improving student learning: diversity and inclusivity* (Oxford: Oxford Centre for Staff and Learning Development), 53-64.
- Meyer, J.H.F. and Land, R. (2003), ‘Threshold concepts and troublesome knowledge (1): linkages to ways of thinking and practising’, in C. Rust (ed.), *Improving student learning: ten years on* (Oxford: Oxford Centre for Staff and Learning Development), 412-424.
- Miffendorf, J. and Pace, D. (2004), ‘Decoding the disciplines: a model for helping students learn disciplinary ways of thinking’, in *New Directions for Teaching and Learning*, 98, 1-12.

Beyond dead trees and defining the university 'experience'

The evolution of the Internet has had dramatic impacts on the world of media and publishing, with publishers now fighting to maintain revenues when everyone expects to get content free online.

Chris Ashford considers what the implications of new Internet technologies are for universities, and if law teachers can learn from the problems faced in the music and publishing industries.

Newspaper sales, we are told, are falling. Publishers tell us that a similar trend appears to be happening in the publishing world with fewer students purchasing texts. As a result, both our newspapers and academic publishers have been forced to re-evaluate their business models. In the wake of the emergence of the online newspaper alternative, Rupert Murdoch has begun experimenting with charging for content access with both the Wall Street Journal and The Times. Time will tell whether these new forms of charging will work, but similar attempts to make the New York Times available through online 'pay-to-access' have thus far failed (although the Times' recent inclusion in Apple's iPad launch suggests they might have found one way).

Alongside this trend in newspapers, academic publishers increasingly are developing their online content. Media rich environments of video, audio and graphical content are ever more common whilst the provision of online updates extend both the life span and competitiveness of existing textbook editions. For the newspaper and wider publishing industry, they have evolved from the providers of information printed on dead trees to purveyors of knowledge and an academic 'experience'. This shift is a response to the increasing demand for flexibility in accessing products and services. These developments also offer the potential for a blurring of the lines between academic publishing house, the individual academic and the university as each finds itself pursuing a similar agenda.

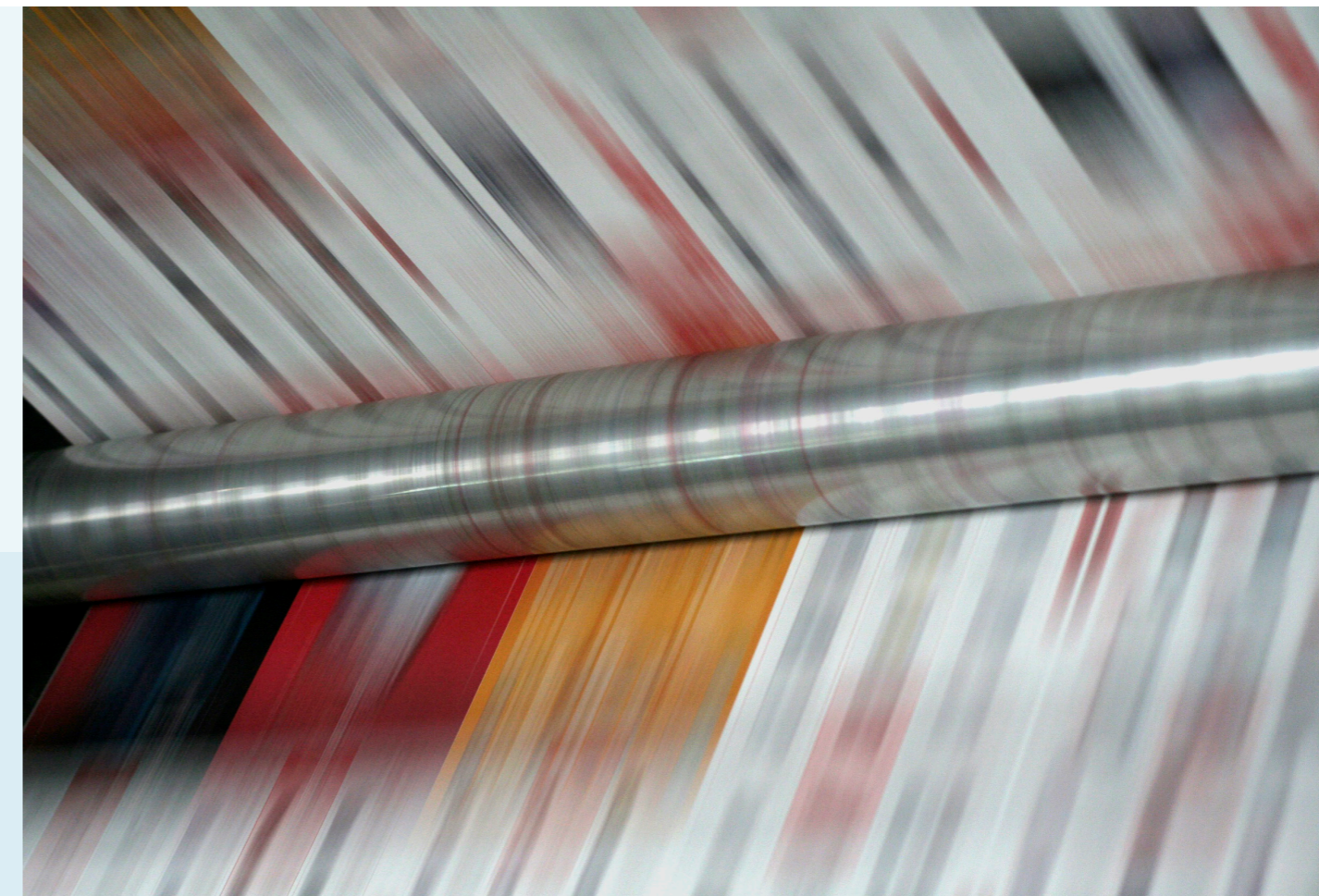
As academics, we are also facing a change in the demand for our services. Web 2.0 and the social networking revolution have changed the way many of us communicate with one another and

with our students. Facebook and Twitter have become tools for students, recruiters, alumni groups and to a lesser extent, faculty groups to support interaction. 'Spin off' sites such as Academia.edu have acted as an academic networking platform whilst other sites such as LinkedIn provide a commercial networking space.

Skype, MSN, Google Chat and education software specialist providers such as WIMBA provide communication via video whilst other software such as Audioboo and ipadio form the latest wave in 'phlogging' or audio blogging via a telephone. Other programmes such as Ustream enable live streaming of video and storage similar to YouTube, whilst EchoSystem offers a lecture capture and delivery service.

All of these technologies are akin to the first newspaper websites or the early online content repositories for publishers. They provide new and flexible ways for students to access 'content'. As law teachers, our teaching might be viewed as the traditional medium for providing that content. This is still largely delivered via lectures, seminars, tutorials and workshops but increasingly involves a form of e-learning; an approach we've come to term 'blended'. Yet, if we provide lectures via podcasts, would students still choose to physically attend those lectures? For most lecturers, such a question has probably occurred to them and for some, this has forced a market response of re-invigorating the lecture experience. For others, this has perhaps manifested itself as a fear of embracing such technologies.

Rather like the 'live gig', it is the provision of an 'experience' that students actively desire rather than a fixed medium. If the live experience can be replicated on a CD or a podcast, the music lover/student will embrace the alternative but where a memorable live experience can be



provided, that live version will continue to be embraced.

The newspaper, publishing and music worlds offer us a glimpse into our possible future. Those enterprises discovered, in some cases too late, that they had to adapt or die. They recognise that their 'customers' desire to access them differently and increasingly view information as a 'free' commodity.

Just as the newspapers began to provide their previously commercial services for free in a bid to boost 'brand awareness' and increase the impact of journalists, the world of academia has sought to increasingly provide information for free.

Lectures and materials that would otherwise be provided on the payment of tuition fees are increasingly available through iTunes U. A quick search of law related material will reveal that Yale and the Open University appear to be leading this area of development. The service provides a series of lectures for free. At the time of writing, the top five downloads from this section of the iTunes store were: Introduction to comics by Jim Davis, Introduction to Mac OS x and Cocoa Touch, A romp through the history of philosophy from the pre-Socratics to the present day, Twilight and the Beginners' French introduction.

These podcasts have become increasingly popular enabling universal access to knowledge. It has the potential to radicalise the relationship between university and the wider community and rip down the walls of the academy.

Over time, there may come growing pressures to monetise these new forms of distributing knowledge, or perhaps more likely, the student/tutor relationship further evolves with the university seen as increasingly providing the assessment and qualification rather than necessarily the educational content. In truth, we simply don't know.

Yet, the evolving method of consuming newspapers, publishing and music should give academics pause for thought. Just as the media have had to consider the question "what are we for?", so universities should ask tough questions about what they are for, and then crucially, how best to deliver that product, service, or I would suggest, 'experience'. Quite simply, what are students paying ever increasing amounts of money to universities for?

Chris Ashford is a principal lecturer in the Department of Law at the University of Sunderland.

Links

Academia: <http://academia.edu>

Audioboo: <http://audioboo.fm>

Facebook: <http://facebook.com>

Ipadio: <http://ipadio.com>

EchoSystem: <http://echo360.com/the-echosystem>

LinkedIn: <http://linkedin.com>

Skype: <http://skype.com/intl/en-gb/>

Twitter: <http://twitter.com>

YouTube: <http://youtube.com>

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.

In 1999 a new species appeared on the legal educational scene in Scotland – the Glasgow Graduate School of Law (GGSL), a graduate school hosted jointly between the Law Schools of the Universities of Glasgow and Strathclyde. The School, opened formally by Donald Dewar in 2000, hosted joint Masters degrees, the Scottish Diploma in Legal Practice (equivalent to the LPC in England and Wales) and the Professional Competence Course (equivalent to the PSC). In the session 2009/10, however, the last joint Diploma will take place and thereafter the GGSL will be no more. Looking back on its record in professional legal education over the last decade, we consider what lessons have been learned for the future evolution of Scottish legal education.

In professional education we have tried to create new approaches to learning and the assessment of practice. There have been six main areas of significant improvement that the GGSL was involved in: tutor training, curriculum design, interdisciplinary education, developmental work with the Law Society of Scotland, use of technology in education, and research. In more detail...

In Scotland, we use legal practitioners

as tutors on our professional programmes. Early on in the GGSL, we knew that establishment of a culture of constant tutor development was essential. Our approach emphasised the necessary balance that needed to be struck between consistency across classes (where there might be 15 or more tutors teaching the same seminar simultaneously), and fostering a tutor's individuality and voice in contributing his or her valuable experience of practice. In this we followed the line of research into teacher education that emphasised the teacher as artist. We also introduced new forms of tutoring, for example, in Practice Management, where tutors are trained to be more akin to life coaches than academic tutors.

There has been constant development of curriculum resources and experimentation with new forms of curriculum design. Traditional lecturing, as a form of education, is now largely a bizarre and strange idea. Webcasts, podcasts and face-to-face surgeries now replace many of them. We have also developed an approach called 'transactional learning' – a form of learning based on legal transactions. For students, it consists of active learning through performance in authentic transactions, involving reflection in and on learning, deep collaborative learning, and holistic or process learning, with relevant professional assessment that includes ethical standards.

Professional education, by its very nature, is an interdisciplinary endeavour. In the GGSL we worked with a variety of disciplines. In some of our advocacy workshops, for instance, students work with actors and splice this with court practice. To help students learn client-centred interviewing we developed the standardized client initiative, which was adapted from medical education's standardized patient. Working with the Faculty of Medicine at Dundee University, and with legal educators in the US (including New York Law School and Georgia State University College of Law) we

trained lay persons not only to be clients to specific standards, but to assess student and lawyer performance to a high level of reliability.

Technology: We've developed webcast environments in Civil and Criminal Procedure and in other subjects – the first professional legal course in the UK to do so, and our work has been shared with others, including the College of Law in England & Wales. Recently we've trialed interactive modules based on the basic webcast format. Amongst much else we used online simulations extensively in six subjects – Personal Injury, Civil, Conveyancing (Purchase & Sale transactions), Private Client and Practice Management, using a unique application called the SIMulated Professional Learning Environment (SIMPLE) that was developed in-house with funding from JISC and UKCLE.

We've worked closely with the Law Society of Scotland to develop professional legal education, to improve the Diploma and other aspects of the Society's educational structures and approaches. This has included being involved in the development of the new professional educational structures, and in the recent formation of a collaborative community of practice.

Staff at the GGSL have developed a distinctive body of publications and research about professional legal education – Karen Barton, Michael Hughes, Patricia McKellar, Emma Nicol, Fiona Westwood, and others have all published articles and co-authored work in the field.

None of this could have been possible without the synergy and pooling of resources that happened when Glasgow's Diploma unit merged with Strathclyde's back in 1999. Important as the financial resourcing was, the fresh impetus that a new institution gives to efforts to renew educational approaches was also important. It helped us to renew links with

the profession, re-think basic approaches to education, bring on board fresh staff, and take risks with new ideas. Innovation has been a hallmark: each item in the list above was (so far as we are aware) a first for Scottish professional legal education.

Above all, the GGSL experiment was a unique collaboration – the first in what must surely be more such collaborative endeavours in Scottish legal education. The politics of all such collaborations will always be complex; but in a world where knowledge-sharing is increasing and where the competition is global, it makes little sense to have the same business and informational structures we had 20 or 50 years ago. And in an age when we have the astonishing examples of peer-production such as Wikipedia (online sharing of information), SourceForge (online sharing of open-source code) and the open educational resource (OER) movement that's embodied by MIT and our own Open University giving free access to its course content, does it pay for our educational institutions to act as knowledge silos, each competing sharply against the others? Is it not time for our educational institutions to share best practice and resources with each other? We'll bid farewell to the GGSL in 2010, and eagerly anticipate a time when there is a Universities of Scotland Graduate Law School.

Karen Barton is the co-director (academic) of the Legal Practice Courses at Glasgow Graduate School of Law; Paul Maharg is professor of legal education at Northumbria University, but until recently was professor of law at GGSL; Leo Martin is co-director (professional) of the Legal Practice Courses at GGSL; and Professor Alan Paterson OBE is co-ordinating tutor in Professional Ethics in the Diploma in Legal Practice and director of the Centre for Professional Legal Studies at GGSL.



New members of the UKCLE support team...

A very warm welcome to Melanie Hughes, Lauren Goodchild, Paul Swain and Paul Cockrell, pictured above with Danielle Lysaght (far left) and Hansa Surti (centre). Melanie joins the Centre as a part-time administrative assistant; Lauren as the Centre's new information officer; Paul Swain, also as an information officer, with specific responsibility for the Simshare project, and Paul Cockrell as technical support developer. We wish them every success during their time with UKCLE.



UKCLE is pleased to report that Gary Watt, the winner of Law Teacher of the Year in 2009, has been awarded a personal Chair by the University of Warwick. Many congratulations to Gary.

Tracey Varnava, UKCLE Associate Director, will be on study leave from 1 April to 30 September. During this period she will not be responding to email. If you have any queries relating to the areas of work that Tracey normally takes responsibility for, please contact Danielle Lysaght, Centre Manager, in the first instance (d.lysaght@warwick.ac.uk).

Paul Maharg, who is currently working with UKCLE on the Simshare project (see pp 16-17), has moved from Strathclyde University Law School to take up a new post as Professor of Legal Education at the University of Northumbria. We wish Paul every success in this new role.

Judy McKimm, co-author of the recently published UKCLE/MEDEV report on 'Teaching, learning and assessment of law in undergraduate medical education', has recently been awarded a Senior Fellowship by the Higher Education Academy in recognition of her work as an outstanding champion of teaching and learning in higher education.

Judy's report, co-authored with Michael Preston-Shoot, can be downloaded from <http://www.ukcle.ac.uk/research/projects/mckimm.html>

Between April 2009 and April 2010, JISC and the Higher Education Academy are funding pilot projects and activities that support the open release of learning resources; for free use and repurposing worldwide. These pilot projects are intended to inform a larger programme covering a significant portion of the HE Sector. Here **Patricia McKellar** talks about UKCLE's contribution to OER.

UKCLE has been involved previously in simulation learning through the SIMPLE project (<http://www.ukcle.ac.uk/research/projects/tle.html>) and the benefits of simulation learning are well documented. However the full-scale development of widely shareable and re-purposable content amongst simulation designers and users has been almost non-existent. This has had serious consequences for the uptake of simulation as a form of situated learning: if the power of simulation to help students learn is widely recognised, so too is the effort required by staff to create and resource simulations.

Our current project, Simshare, aims to release a wide range of existing simulation learning resources across the educational sphere. It will support the release of open educational simulation resources under a creative commons licence and will collate and repurpose existing simulation materials for use by the higher education community.

Open Educational Resources (OER) in Simulation Learning

Simshare will encourage simulation learning by helping staff to create, use, evaluate and re-purpose simulations as OER. The project web infrastructure will support the creation and release of open educational simulation resources and collate and repurpose existing simulation materials for use by the community.

We hope to encourage our legal education community to contribute and use simulation resources - these do not have to be highly sophisticated materials (for example, it may involve a witness statement for a role play). We will work with you to repurpose your resources for the Simshare website to ensure you can showcase your work.

Resources may include:

- content resources; for example, statements, scenarios, character roles, 'real life' artefacts to produce authentic environments, photographs, videos
- information from websites on which you may run the simulation
- student and staff resources to support the simulation
- assessment criteria and other assessment guidelines
- Web 2.0 technologies to support the simulation; for example, podcasts, webcasts, online discussion forums
- evaluation materials
- academic papers about, or presentations on, the simulation, including PowerPoint presentations
- useful Web links
- guidelines on integrating your simulation into a module, including transcripts of lectures relating to the simulation

To find out more you are invited to one of our free workshops, which will take place at the

University of Cardiff	15th March
University of York	21st April
University of Edinburgh	19th May

Each workshop will have a host of information about simulation learning. If you, or any of your colleagues, are considering using simulations in your learning and teaching practice, or want to see what others are doing, then why not come along to the Simshare workshops where you will:

1. Learn about OER, and how to be a part of it.
2. Have access to a wealth of free resources for teaching.
3. Have help in getting started in using simulation as a form of teaching, learning and assessment.
4. Practise assembling a simulation on paper and have access to online resources to help you do this.
5. Learn how to download and upload resources to our OER website.

We hope that you will want to be part of the growing movement in open educational resources. Please do consider sharing your resources and contributing to the ever-increasing numbers of resources already being collated.

Please contact **Patricia McKellar** on patricia.mckellar@warwick.ac.uk if you would like to talk informally about the project.

Patricia McKellar is a Senior Learning and Teaching Advisor at the UK Centre for Legal Education.

What OER will do for you: the potential benefits of the open release of learning resources.

- An increase in applications to courses including those from international, and non-traditional learners
- An increase in student satisfaction concerning the quality of learning materials
- An enhancement of the global academic reputation of the department
- Advertising and marketing benefits to individual lecturers, HEIs and UK education, opening up universities to potential students
- Making use of the significant investment that has already been made in digital content by providing ways to reuse and repurpose existing resources and to demonstrate how they can be used for teaching and learning
- Improved value for money in resource creation for the UK HE sector
- Enhanced contribution to the public good and the developing world
- Support for new modes of online learning, such as those that involve the use of web 2.0 tools
- A significant increase in the open availability and use of free high quality online resources

The Simshare site will contain a significant amount of useful information about how simulations are used and the pedagogy supporting them. Simshare will also introduce a sophisticated community of practice based on social networking technology. Through the community academics will be able to enter information about themselves and their work in the 'My profile' space while keeping up to date with what others are doing on the site.

Empirical research in the undergraduate curriculum

Caroline Hunter reports on her recent Nuffield funded research and one day seminar exploring issues around the uses of empirical legal research with law undergraduates.

The Nuffield Inquiry on Legal Empirical Research (Law in the real world: improving our understanding of how law works www.ucl.ac.uk/laws/socio-legal/empirical/) identified a lack of capacity in university law schools to conduct empirical legal research. The report concluded that there was a case for supporting initiatives to address the needs of potential legal empirical researchers at all stages of their careers, including at the undergraduate level.

In fact there is little data about the extent of the use of empirical research in the undergraduate law curriculum. In order to address this lack of knowledge the Nuffield Foundation funded a small project to gather information on current practices. The research was conducted through an online questionnaire which sought information on modules in the undergraduate curriculum where empirical research was taught or encountered. The questionnaire was followed by a one-day seminar, supported by UKCLE, and attended by 19 participants from a range of different UK law schools, and other related institutions.

My research indicates there are a number of barriers to introducing empirical legal research into the undergraduate curriculum. These include:

- resistance from other faculty members
- resistance from students, particularly to unknown forms of assessment
- lack of suitable textbooks

Nonetheless the survey and seminar revealed a range of interesting practice which does engage undergraduate law students with empirical legal research, both in compulsory modules such as Advanced Legal Research and Law Reform run at Leeds University, and

optional modules such as those outlined at the seminar by Bronwen Morgan and Sylvie Bacquet from Bristol and Westminster Universities. In addition, responses to the survey indicated that it is also possible to stimulate interest from projects and research experience carried out as extra-curricular activities, and opportunities to develop this dimension should not be missed.

My final report concludes that:

“While it is unlikely that in the undergraduate law curriculum there will be room for detailed training in empirical methods, there is certainly room for critical exposure. That exposure should start in the first year in order that students see it as the ‘norm’ to become critical consumers of empirical research about law throughout their degree. For those who then wish to take this further, the examples provided indicate what can be done to foster and encourage students to engage with and in empirical research.”

Undoubtedly there are further examples which the research did not uncover. A full version of the project report is available on the Legal Empirical Research Support Net (LERSNet) website (<http://www.lersnet.ac.uk/?p=78>). The blog on the LERSNet site invites further participation in the debate as to how to introduce undergraduate law students to empirical legal research and asks for participants to add further examples. You are invited to come and join the discussion!

Caroline Hunter is a professor in the Law School at the University of York.

“Education is not a preparation for life but is life itself” (John Dewey)

Clinic and the lawyers of the future

The eighth International Clinical Legal Education Conference in association with the Clinical Legal Education Organisation Conference

Northumbria University,
Newcastle upon Tyne
7 – 9 July 2010

What is the role of clinical legal education in modern law schools? It serves many functions such as educating students about (in)justice, enhancing legal knowledge, developing legal skills and providing a community service. It is not possible to identify a universal rationale for clinical projects as they are bound to reflect the particular needs of stakeholders in the area served by the clinic. However, a key purpose of clinic is to equip the lawyers of tomorrow with a richer notion of their role in the service of

clients and in the broader public realm. The conference will focus on the impact that clinical learning might have on the life of future lawyers and thus on the legal systems they help to shape.

The annual IJCLE conference serves as a unique forum in which clinical educators from all jurisdictions can come together to discuss all aspects of clinical teaching and learning, to learn from one another and to share best practice.

In 2010 for the first time the IJCLE conference will be held at Northumbria University in Newcastle-upon-Tyne, in the new purpose built Law School. There will be optional pre-conference activities on Tuesday 6 July. Home to fine Georgian architecture, the Quayside cultural quarter, unspoilt coastline and the world heritage sites of Durham Cathedral and Hadrian's Wall, the region is a gem and the city of Newcastle-upon-Tyne is a delightful cosmopolitan centre which embraces visitors from all over the world while retaining a strong regional identity.

Please check the website www.ijcle.com for further details.

Learning in Law Annual Conference 2011

Learning
in
Law 2011

LILAC11 will be held on 28 and 29 January at the University of Warwick. The theme of next year's conference will be 'Experiencing legal education'.

Further details will be available soon from our website: www.ukcle.ac.uk

Law Teacher of the Year 2011

LAW TEACHER
OF THE YEAR 2011

Nominations are now open for the 2011 Law Teacher of the Year award sponsored by Oxford University Press, in association with the UK Centre for Legal Education.

The competition is open to all law teachers in the UK, including those in higher education, further education, the schools sector and private institutions. The law teacher in question should be currently employed by an educational institution, but can be full-time or part-time, fixed term or permanent.

The process of entry is nomination by email. Nominations are welcomed from work colleagues, educational institutions, students or representatives of other public or private bodies. Anyone previously shortlisted for the award is not eligible to re-enter for a period of three years. Students nominating teachers may seek input from another teacher to offer a professional perspective. The law teacher should agree to the nomination, as should the head of the department.

There must be two nominating sponsors for each entrant. Full details, including the nomination criteria, can be found on the Oxford University Press website at:

www.oup.co.uk/academic/highereducation/law/prizes/lawteacher/

The UKCLE events diary covers events with a legal education or general learning and teaching focus. For the latest listing and links, access the diary at: www.ukcle.ac.uk/newsevents/diary.html

To add your event contact: ukcle@warwick.ac.uk

The copy deadline for the next issue of Directions is 30 July 2010. If you would like to discuss a potential contribution, please e-mail ukcle@warwick.ac.uk, and we will contact you.

News items and other contributions should be submitted by e-mail as a Word document.

1 April 2010

Assuring quality and standards in higher education

See: www.qaa.ac.uk/events/AssuringQandSinHE/

10 April 2010

Teaching law for engaged learning

See: <http://lawteaching.org/conferences/2010engagedlearning/>

12-13 April 2010

JISC Conference 2010

See: www.jisc.ac.uk/jisc10

20 April 2010

5th annual student retention and progression conference: collaboration, communication, completion

See: www.neilstewartassociates.com/jb279/

21 April 2010

Open educational resources in simulation learning (Simshare workshop, York)

See: www.ukcle.ac.uk/newsevents/ukcleevent.html?event=742

29 April 2010

Enhancing legal education in Wales

See: <http://www.ukcle.ac.uk/newsevents/ukcleevent.html?event=741>

11 May 2010

Law and Religion Scholars Network conference

See: www.law.cf.ac.uk/clr/networks/lrsn.html

12 May 2010

Improving retention and success: retaining students to and through higher education

See: www.heacademy.ac.uk/events/detail/2010/jointevents/12_May_2010_Improving_Retention_and_success

13-14 May 2010

The London Scholarship of Teaching and Learning (SoTL) 8th International Conference

See: www.tvu.ac.uk/instil/London_SoTL_Conference_2010.jsp

13 May 2010

Learning dialogues: Learning and Teaching Conference 2010

See: www2.northampton.ac.uk/learningteaching/conference10

19 May 2010

Open educational resources in simulation learning (Simshare workshop, Edinburgh)

See: www.ukcle.ac.uk/newsevents/ukcleevent.html?event=743

4-5 June 2010

Ten years on: a multi-perspective evaluation of the Human Rights Act

See: www.law.salford.ac.uk/hrconference.php

10 June 2010

Success in developing student employability

See: <http://employability.shu.ac.uk/conference2010.html>

15-16 June 2010

Enquiry, autonomy and gradueness: achieving an outstanding student learning experience

See: <http://extra.shu.ac.uk/cetl/cpla/conference2010.html>

16-18 June 2010

Academic identities for the 21st century

See: <http://ewds.strath.ac.uk/aic>

16-18 June 2010

Teaching law practice across the curriculum

See: <http://lawteaching.org/conferences/>

21-23 June 2010

4th International Plagiarism Conference

See: www.plagiarismadvice.org/conference.html

22-23 June 2010

Employability in the curriculum: beyond the bolt-on?

See: www.uclan.ac.uk/ahss/ceth/news_events_publications/ceth_conference_2010.php

22-23 June 2010

Higher Education Academy Annual Conference 2010: Shaping the future

See: www.heacademy.ac.uk/eventsandnetworking/annualconference

29-30 June 2010

6th National FORREST Conference 2010 (FORensic RESearch and Teaching)

See: www.heacademy.ac.uk/forrest/Forthcoming_Conference

1-3 July 2010

SubTech 2010

See: www.subtech2010.org/

7-9 July 2010

IJCLE 2010: 8th International Clinical Legal Education Conference

See: www.ijcle.com

15-17 July 2010

International Legal Ethics Conference IV: The legal profession in times of turbulence

See: <http://blogs.law.stanford.edu/ilec4/>

1-3 September 2010

Assessment for learners (EARLI/ Northumbria Assessment Conference 2010)

See: www.northumbria.ac.uk/cetl_afl/earli2010/

2-3 September 2010

COBRA 2010

See: www.cobra2010.com/

7-9 September 2010

ALT-C 2010: "Into something rich and strange": making sense of the sea change

See: www.alt.ac.uk/altc2010/

13-16 September 2010

Society of Legal Scholars Annual Conference

See: www.legalscholars.ac.uk/southampton

UK Centre for Legal Education
University of Warwick
Coventry
CV4 7AL

Tel: 024 7652 3117
Fax: 024 7652 3290
Email: ukcle@warwick.ac.uk
Website: www.ukcle.ac.uk



Printed on 100% recycled