

A World Class Legal Education?

The political and media debates about higher education quality that have been rumbling on since last summer conjure an image of universities visited by the educational equivalent of the plague of locusts: dumbing down, plagiarism and grade inflation run riot, unchecked by toothless and remote quality assurance bodies, who watch as UK universities become beacons of mediocrity.

These concerns, of course, are not unique to law, they impact the whole of higher education. However, they create their own local challenges for the law schools, not least by potentially undermining the trust that the professions and, perhaps, the public have in the work that university law schools do, and raising the spectre of greater external regulation as the professions seek to "protect" standards of entry to the profession.

Despite the current fashion for (economic) gloom and despondency, I want to suggest that the health of UK higher and legal education is actually pretty robust.

Here are my three reasons to be cheerful.

Reason 1: quality enhancement

If you want a reminder of how far higher education has moved on in the past two decades, look at the first round of Teaching Quality Assessment (TQA) reports and compare with practices that are now routine across the sector. We have moved on substantially and the idea – and practice – of teaching quality enhancement (not just audit) is increasingly well-embedded in institutions.

Although there are relatively few quantitative measures that tell us something about the quality of the student experience, such indicators as exist are pretty positive. UK higher education tends to score well against its competitors (including the USA) on measures such as accessibility, retention and employability (see, eg, Lisbon Council, 2008). The National Student Survey indicates high levels of satisfaction with the learning experience that students receive. Overall 85% of student respondents rate the quality of learning and teaching as good or excellent. The Bradley Review of Australian Higher Education notes with concern that UK students are about 15 percentage points higher in their overall satisfaction with their university experience, and that the UK continues to outperform Australia on a range of broadly comparable student satisfaction measures.

To be sure, there is more that could still be done to enhance teaching quality, and to provide more reliable metrics and qualitative data, but there is relatively little hard evidence to suggest that the underlying system and structures are not sound. In this context much of the unconsidered criticism of higher education quality over the past few months reflects a degree of, at best, myopia, and at worst economic and cultural vandalism as we risk undermining our own national and international reputation.

Reason 2: grade inflation – who says?

The evidence that there has been wholesale, deliberate, grade inflation is actually quite tenuous, and we ought to be more robust in saying so. That more high marks are awarded "now" as compared to "then" may well be the case, but that does not, of course, make grade inflation the sole or even primary cause. The issues are much more complex than that. There are many variables that might help explain what seems to be happening, including a wider variety of teaching and assessment methods, more student support, changes to the ways in which degrees are calculated (which may be aimed at providing a fairer reflection of student effort, rather than bumping up marks), and a growing recognition that marking has to be relatively transparent and defensible. The relative crudity of the current honours classification may also amplify the

'inflation' effect. Thus, the assumption that, because we seem to be producing more 2.1s, there is rampant grade

inflation overlooks the fact that the upper/lower second borderline runs through the heart of the most densely populated part of the ability distribution. Consequently, it only takes a relatively small increase in average scores to create a large increase in the number of 2.1s awarded. What if, as Alfie Kohn (2002) has observed, the real scandal is "why we spent so many years trying to make good students look bad"?

Reason 3: the 'real' evidence tells a different story

If we look more qualitatively at what is happening in law schools, we find a richer, more nuanced, picture than any metrics will ever capture. Demand for law remains buoyant and law schools continue to recruit many of the most academically able students in their institutions. Those students are engaged by engaging teaching and assessment, and are achieving a broader range of educational outcomes than was the case twenty or even ten years ago. There is much relatively traditional teaching that is of good quality, or better, and there are pockets of real innovation in most schools. As a number of commentators have observed, and events such as LILAC and the legal education streams at subject association conferences amply demonstrate, there is today, though still limited, a more regular and mainstream engagement with the scholarship of learning and teaching law, reflected in a steadily growing academic literature.

Looking forward

That is not to say that we can and should be complacent about our achievements, but that we should be robust in arguing that we start from a position of strength, not weakness. In the context of John Denham's review of the framework of higher education, this is very much a live rather than a hypothetical debate. To frame the future in terms of his own review questions, what should we be seeking to achieve in the next ten to fifteen years, and what are the barriers we face? To help answer those questions John Denham commissioned a series of nine reports, published in November 2008, which set out the challenges for the sector. As sensible and largely authoritative contributions to the debate, all nine are to

be welcomed. They should be on the reading list of vice-chancellors, deans and heads of department everywhere. Three in particular, by Professor Paul Ramsden, on the student experience, Professor Christine King on part-time studies, and Sir Drummond Bone on internationalisation raise issues of very direct relevance to the development of the law school experience.

The challenge for higher and legal education, I suggest, is essentially the same: to develop graduates who don't just possess a good knowledge and understanding of their field, but are:

- engaged in the process of learning
- equipped with an international perspective
- have a commitment to public or community service
- are comfortable with complexity, and
- possess skills that prepare them for an increasingly uncertain and globalised marketplace.

So, if we are to develop "world-class" graduates in this sense, what will it take? Here are some suggestions.

First, the Ramsden report argues strongly for a radical realignment of undergraduate curricula. Students need greater exposure to inter- and trans-disciplinary approaches, to modules that develop their skills of enquiry and research, that foster international perspectives and "inter-cultural fluency", and above all else, that challenge the learner.

Secondly, we need to ensure that assessment is fit for purpose. Fears about plagiarism must not be allowed to force assessment back into the constraining box of the three hour memory test. But we also need to be more imaginative in developing assessment regimes that are robust, reliable, and capable of enhancing rather than undermining deep learning. Linked to this, NSS data suggests that we need in many law schools to develop the formative qualities

of assessment by improving feedback mechanisms.

Thirdly, we need to protect and enhance some of the distinctive features of UK higher and legal education, including what Ramsden calls the "intimacy of the pedagogical relationship" – this means trying to protect elements of small group learning, and ensuring that students have adequate access to staff. But it also means resisting the instrumentalisation of learning. In the legal education context, that could mean, among other things, emphasising the strongly normative and values-based dimensions of law, whilst still enabling students to appreciate and deal with the complexity of real-world problems.

Lastly, we need to ensure that learning and teaching are adequately supported, recognized and rewarded. This is not something that law schools can do wholly independently of their institutions, and the calls for higher levels of university funding in the Ramsden and Bone reports, are unlikely to be welcomed in the current economic climate. Even so, law schools can still do much. It is up to us to create an environment in which teaching is valued rather than regarded as something that gets in the way of research, supported by adequate discipline-specific staff development, and in which lecturers are encouraged both to produce scholarship related to teaching, and to develop more research-led teaching.

Not surprisingly, a number of these themes are picked up quite explicitly in the contents of this issue, we hope this represents the beginning of a healthy debate about the legal education that we want for tomorrow's law graduates

Julian Webb

References

Bradley Review of Australian Higher Education

Kohn, A (2002) 'The dangerous myth of grade inflation', *Chronicle of Higher Education*, 49(11), p. B7.

The Lisbon Council (2008) University Systems Ranking: Citizens and Society in the Age of Knowledge

The nine reports commissioned by the Secretary of State are published on the Department for Innovation, Universities & Skills website at http://www.dius.gov.uk/higher_education/shape_and_structure/he_debate.aspx

'Bars in their Eyes' wins national volunteering award



A former Nottingham Law School BVC student has been given a **Higher Education Volunteering Award** for a project creating interactive training sessions for prisoners in Nottinghamshire. Delivered by a team of almost twenty volunteers, Alex Simmonds' project, '**Bars in their Eyes**' focuses on ensuring that prisoners' understand the legal consequences of not disclosing convictions to prospective

employers, and explores with them the best ways to disclose that information.

Television presenter Jake Humphrey presented Alex (pictured) with his award at a ceremony at Manchester United's Old Trafford ground in December. A total of 11 awards were given to student projects nationwide. The award scheme, supported by the Teaching Quality Enhancement Fund (TQEF), is run by the Higher Education Academy.

Alex's project has since been shortlisted for the Attorney General's Pro Bono Awards in both the 'Best Contribution by an Individual Student' and 'Best New Pro Bono Activity' categories. The winners of this year's awards will be announced by Baroness Scotland on 31 March at the House of Lords.

Survey of empirical research in the undergraduate law curriculum – call for responses

Caroline Hunter at York Law School is leading a project, with the support of UKCLE and funded by the Nuffield Foundation, to explore the use of empirical legal research in the LLB curriculum. Reflecting the concerns of the 2006 Nuffield Inquiry into Legal Empirical Research, Caroline's survey will explore whether undergraduates are being taught skills that would enable them to carry out or critique empirical work, whether they are actually carrying out empirical projects of their own, or whether empirical work figures in other ways in their teaching and assessment.

If you are using empirical research in your teaching, the survey team would like to hear from you.

Their questionnaire is available online until the end of April at www.york.ac.uk/law/LERSNet/empirical_research.htm. A seminar will be held on July 8th, 2009 at the University of York to report on the findings. Examples of methods and materials will also be discussed by academics who are currently involved in or interested in developing law teaching which incorporates legal empirical research.

Further information and a booking form is available on the UKCLE website at: http://www.ukcle.ac.uk/newsevents/book/contact_details.html?event=627

New SIMPLE online tutorial is launched

The SIMPLE project funded by UKCLE and JISC and based at the University of Strathclyde has created an open-source simulation engine that is being used by a range of disciplines and professions to facilitate professional learning. It consists of a toolset and platform which allow academics to create simulation blueprints. The application enables students to engage in authentic simulations of professional transactions, and is designed to be used as a teaching, learning and assessment environment. To facilitate the roll out of the application following completion of the project at the end of 2008, the SIMPLE team have been funded by the JISC/HEA Collaboration Team to develop an online tutorial which will support and guide academics in creating their own simulation blueprints.

The tutorial has a number of stages which leads the user through the various steps in producing a simulation blueprint and deploying it on the SIMPLE platform:

- An Introduction to Simulation Based Learning
- Getting started with SIMPLE tools
- Deploying a Simulation Project and the SIMPLE Platform
- Running a Simulation.

The online tutorial uses a number of delivery methods combining text, webcasts, video & multimedia, and links the tutorial with the manuals and information released through the project website (<http://simplecommunity.org>). In particular the tutorial draws on the experience of the case studies in the SIMPLE project using examples of good practice, communicating practical tips in dealing with specific situations faced by the case study partners and encouraging sharing of both pedagogic and technical issues through the simple community. The online tutorial will be launched at the BILETA conference at the University of Winchester on 22nd April (<http://www.winchester.ac.uk/?page=9871~>)

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Consultation on 'A Library for a Modern Law School'

A working party of the Society of Legal Scholars has been undertaking a revision of the SLS Statement, A Library for a Modern Law School and the associated Indicative List of Sources for Law Libraries (formerly the Indicative List of Law Library Holdings). Responses are now invited on both draft documents, which are available at: <http://www.legalscholars.ac.uk/library-standards-revision-2009/index.cfm>

Comments should be sent to Professor Stephen Bailey at: stephen.bailey@nottingham.ac.uk by May 1, 2009.

SCL seeks information on IT Law courses

The Society for Computers and Law (SCL) is the UK's leading community for IT lawyers, with over 1,500 members, drawn from private practice and industry. SCL is seeking to compile a list of LLMs in IT Law, those with an IT Law focus and those with a substantial component of IT Law. The list would be made available to all visitors to the SCL website (www.scl.org) and a summary of the list will appear in *Computers & Law*, the leading magazine for the IT law professional. Many SCL members go on to add to their qualifications so this would be a resource for members, but SCL is also a natural port of call for those contemplating study in this field and the list may be a useful marketing tool for course providers.

If you would like your LLM to be included, contact: ruth.baker@scl.org with details of the course.

Education for sustainable development in Scottish HE

A final report on the 2008 *Review of Education for Sustainable Development (ESD) in Higher Education in Scotland* was published by the Higher Education Academy in February.

The review, conducted by Dr Alex Ryan, has identified significant positive engagement with sustainability across Scottish HE, in estates management and corporate operations, as well as through academic and organisational strategy. Labour market trends are also said to be supportive of further ESD embedding. The 2007-08 Future Leaders Survey by UCAS and Forum for the Future showed that almost two thirds of students now seek integration of sustainability in the university curriculum and 42% expect that sustainability learning will enhance their employability.

In academic terms, the report finds signs that many HEIs understand the essential distinction between 'knowledge about' sustainability' and 'education for' sustainability, and the strategic complexities involved. It finds growing evidence of deep engagement, through the development of 'flagship' sustainability programmes, the embedding of sustainability within the disciplines, and a strengthening of interdisciplinary perspectives. However, it also notes that greater engagement beyond the environmental and technical disciplines, and in a wider range of professional and vocational areas, is an important priority. The report does not highlight much significant activity specifically in law.

The question is raised whether ESD ought to be designated as a future Quality Enhancement (QE) Theme in Scotland. The consultations provided arguments on both sides, and the review concludes that further discussion would be useful on this point. It also suggests that, in the interim, the new QE theme Graduates for the 21st Century: Integrating the Enhancement Themes could provide an essential forum for discussion of the skills, values and attributes required to create sustainability literacy and expertise in future graduates.

The report recognises that the engagement of subject communities in ESD is critical to curriculum development, expansion and longevity. It points out that the Higher Education Academy can play an important role in ensuring that UK-wide approaches are adopted for resource development, engaging existing subject communities and emergent interdisciplinary fields via its existing ESD Project and the Subject Centre network. The relationship of ESD to subject benchmarks is also an important issue and it was noted that roughly one third of subject areas were considering these connections.



The full report can be downloaded from: http://www.heacademy.ac.uk/projects/detail/esd_SFCreview08.

UKCLE resources on ESD can be found on our website at: <http://www.ukcle.ac.uk/resources/esd/index.html>

Gary Watt - Law Teacher of the Year 2009

Gary Watt was named Law Teacher of the Year 2009 at the LILAC conference dinner on 23 January. He also received the first Alistair MacQueen Memorial Grant, established by Oxford University Press following Alistair's untimely death in September 2008. As a former sponsor and member of the judging panel of Law Teacher of the Year, the grant is a fitting tribute to Alistair's devoted commitment to legal education. The £1000 grant is donated by Oxford University Press in addition to the personal prize to the Law Teacher of the Year. The grant is given to support a charitable project or initiative at the winner's university.

Reader and Associate Professor at Warwick Law School, Gary teaches and researches on trusts and equity, property, law and literature, and mooted. He is also a co-editor of the journal *Law and Humanities*. Gary told *Directions*

"I have been teaching property and trusts for fifteen years now, but I can honestly say that I am as enthusiastic now as I was at the outset. Teaching keeps you honest, you cannot teach without passion. For me it is much more than giving information to my students, I want them to be inspired by what they are learning..."

... and congratulations to...

All the finalists in LTOTY 2009, who made the decision of the judging panel so difficult this year. Pictured with award winner Gary Watt are (from left to right) Andrea Biondi (Kings College, London) Martha-Marie Kleinhans (University of Reading) and Anna Lawson (University of Leeds).

Nominations are now open for Law Teacher of the Year 2010 – see the back page for further details.



That commitment and desire to inspire came through in Gary's nomination, by a colleague and a student, which spoke of his ability to "engage and inspire undergraduate students", and of an approach to teaching that "nurtures an inquisitive and rigorous approach to the study of law, encouraging independence of thought and a willingness to challenge conventional assumptions."

Congratulations are due to all the shortlisted candidates in 2009 (see p 9).

As Alison Bone, the originator of LTOTY, and presenter of this year's award observed,

"It is really heartening to see the dedication and commitment to teaching that all the finalists have demonstrated."



Alan Paterson OBE

Directions is delighted to add its congratulations to Professor Alan Paterson of the Law School at the University of Strathclyde, who was appointed OBE in the 2009 New Year's Honours List for his services to legal education and law. As many readers will be aware Alan is a long-standing supporter of UKCLE, not least as a current member of the Centre's Advisory Board, and, until recently, also its strategy committee.

Alan is Director of the Centre for Professional Legal Studies at Strathclyde, where he has also been Head of the Law School. His longstanding support of the cause of legal education has been accompanied by a strong commitment to professional service. In recent years he has served on the Council of the Law Society of Scotland, the Judicial Appointments Board for Scotland and the Scottish Legal Complaints Commission.

As Alan observed,

"much of my career has been spent on the interface between academia and the legal profession, the judiciary and access to justice. I have enjoyed working in this area tremendously and to receive an award partly in response to that work is doubly pleasing."

Promoting ethical lawyering

Martin Partington reflects on the thinking and recommendations in *Preparatory Ethics Training for Future Solicitors*, a recent, and some would say controversial, report prepared for the Law Society of England and Wales.

The world currently faces a raft of issues which raise profound moral and ethical issues. Most pressing, perhaps, is the current financial crisis, which has provoked fierce debate about the moral and ethical bases on which the economy is run. Another example is the endemic problem of the impact of environmental degradation on the world. Third there is the challenge of knowing of how to deal with the implications of terrorist threats in ways that do not so outrage principles of human rights that measures to promote security become counter-productive. Many more examples could be given.

In these contexts, the ethical principles adopted not just by lawyers but also by other key professional groups – for example, accountants, bankers, scientists, journalists – affect the ways in which corporations, governments and individuals respond to these major social challenges.

In this environment, the Law Society of England and Wales took the bold step of commissioning two academic lawyers, Kim Economides and Justine Rogers (2009), to write a paper on ethical training for solicitors. In it, they review the current state of ethical training for lawyers and, while noting the challenges involved, offers advice on ways in which The Law Society might further promote ethical training for solicitors.

Their underlying assumption is that there is, currently, an 'ethical deficit' in modern legal education and practice.

They argue that:

“ Failure to take remedial action may result in a further erosion of public confidence with clients turning to other professions at home or abroad who (rightly or wrongly) may be perceived to be more reputable and trustworthy ”.

They consider the different stages of legal education: the academic stage, the vocational phase (including both the legal practice course and the training stage) and the post-qualification stage and assess the extent to which further emphasis on ethical training might be injected at each stage.

In an ideal world, the authors would like to see a major educational initiative being taken by the university law schools. They say that this happened in the USA following the Watergate scandal. And they note that in the UK there is a small number of law professors who have taken legal ethics seriously. But, notwithstanding their work, legal ethics is still not part of the mainstream of academic legal education.

They recommend that the Joint Announcement between the law teachers and the legal profession might be renegotiated to embrace **'legal values and the moral context of law'**. Failing that, they suggest that The Law Society/Solicitors Regulatory Authority should unilaterally require those starting the vocational stage of their training to demonstrate awareness of the ethical issues which lawyers are likely to confront.

With the Legal Practice Course in a state of some flux, they suggest that consideration should be given to embedding further consideration of legal ethical issues, on lines analogous to those pursued by the medical profession. They suggest that newly qualified lawyers might be required to take a version of the 'hippocratic oath' at the start of their professional careers.

Once working within firms, the authors suggest that firms should employ in-house ethics officers who would be responsible for developing and maintaining the legal ethical standards of their colleagues. They also suggest that legal ethics should become a mandatory component of CPD activity.

For many, these ideas will all seem a step too far. It will be argued that adherence to ethical standards is inherent in being a lawyer. Indeed, the authors themselves recognise that they are unlikely to be implemented without firm leadership amongst both the academic and practising branches of the legal profession.

However, there have been too many reported failures in the ethical standards of solicitors in recent years for these ideas to be rejected out of hand. They need to be further debated and refined. Among the questions this report provokes, which merit further discussion, are:

1. What is meant by 'legal ethics'?

The report gives relatively little attention to this issue. The nearest thing to a definition appears at p 15, where, citing O'Dair (2001), they say that the study of legal ethics should involve the critical examination of: "the arrangements made by society for the delivery of legal services and in particular of the legal profession, its structures, roles and responsibilities (sometimes termed as macro legal ethics); the roles and responsibilities of individual lawyers in the provision of legal services together with the ethical implications of those roles (sometimes termed micro legal ethics); and the wider social context, especially the philosophical, economic and sociological context in which lawyers work with a view to identifying and, if possible, resolving the ethical difficulties which face professional lawyers so to enable them to view legal practice as morally defensible and therefore personally satisfying." Is that a definition that would be broadly supported?

2. How helpful are the arguments drawn from medicine?

In the practice of medicine, ethical questions seem broadly obvious: what should be the response of doctors and other medical practitioners to issues relating to the life, death and treatment of their fellow human beings, particularly at a time of major scientific advances in the understanding of and means of treating disease? Are the dilemmas which face lawyers sufficiently analogous to those facing medical personnel?

3. What are other professions engaged in the delivery of other essential services doing about meeting the ethical dilemmas that face them?

Are there statements of ethical principle for, for example, bankers, accountants, journalists? Can the ethical challenges of the modern world be met by lawyers acting on their own?

Economides and Rogers have raised fundamental questions, not just for lawyers, but more generally. And they have set major challenges for professional and academic leaders which should be taken forward urgently.

References

Economides, Kim & Rogers, Justine (2009) Preparatory Ethics Training for Future Solicitors (The Law Society, London, 2009)

O'Dair, Richard (2001) Legal Ethics: Text and Materials, (London: Butterworths)

Martin Partington, CBE, QC is Emeritus Professor of Law at the University of Bristol, and a former Law Commissioner.



LILAC09

bigger and with more ‘buzz’ than ever before!

The Learning in Law Annual conference 2009 on the theme of ‘Concepts of culture in legal education’ was the largest conference yet organised by the UK Centre for Legal Education. 208 delegates from 13 countries attended the event held on 23-24 January at the University of Warwick.

The programme included topics ranging from Confucius to Second Life, and this year featured presentations delivered al fresco, through film, and using interactive technology.

The conference itself also became more hi-tech this year, with the introduction of a conference wiki. Apart from our concern to cut down on the use of paper at the conference, we were also keen to find new ways to develop and enhance materials pre- and post-LILAC, and to enable continuing engagement with the ideas and issues generated by the conference. At a purely practical level the wiki was also a comprehensive resource for participants, giving them all the information they needed to plan their time at the conference. It also gave conference goers the opportunity to comment on papers before, during and after the sessions as well as allowing those unable to attend the chance to catch up with what they had missed!

Developing the wiki was a learning experience for all concerned but with the enthusiastic co-operation of our speakers and session chairs we have been able to generate double the number of resources from the conference this year, with 30 of the presentations resulting in papers, slides or other additional material. The wiki will be closed down at the end of March 2009 but all resources arising from the conference will be moved to our website at www.ukcle.ac.uk/newsevents/lilac/2009



This was my first LILAC but I am sure it will not be my last.

I was not sure what to expect when I climbed out of my taxi at the University of Warwick and made my way to the registration desk. I have taken part in subject specific conferences, but do not necessarily consider myself to be a legal education scholar, although I do have an interest in the topic. I need not have worried; the participants came from varying backgrounds and levels of experience, and the atmosphere was relaxed and friendly, something that continued throughout the conference. It was a great forum for sharing ideas and having debates both within the sessions and during the breaks.

The programme was packed full, and details of the sessions and papers were made available on the conference wiki, a new feature of the conference this year. I don't intend to reproduce the content here, but I could not possibly reflect on the conference without considering Ian Ward's keynote in a little more detail. The paper entitled 'Legal education and the democratic imagination' was the highlight of the conference for me. It made me sit up and listen; it made me think and it made some of my random thoughts connect, bringing me closer to a sense of what I am trying to do as a teacher of law.

“always stimulating”

Karen Barton,
University of Strathclyde

I was excited to hear a paper which posed the question 'what is legal education for' without getting hung up about a vocational/academic divide or falling into the pessimism so often surrounding the subject of legal pedagogy. I welcomed the idea that teaching law without teaching values makes little sense, or more accurately, is impossible. The keynote set the tone for the rest of the conference and it was a hard act to follow. However, all the sessions I attended were thought provoking and interesting.

If there was a negative it was that I was not always sure how some of the ideas being discussed could be translated into practice in the kind of context I work in. There were some exciting ideas for innovative teaching techniques but many of these were based on quite small class sizes and were not feasible with a cohort of 100 students. However, what is needed here is not criticism or pessimism but simply creativity. If something works for 12 students there must be a way of also making it work for 120 – with a few modifications perhaps.

“better and more buzzy each year”

Nigel Duncan,
City Law School

The conference programme was intense but the coffee breaks and lunch provided good opportunities to network and the refreshments provided were great – although I have yet to master holding a plate, a glass, a conference pack and eating at the same time! The conference reception and dinner were enjoyable and I found myself meeting new people and refreshing old contacts. The presentation of the Law Teacher of the Year award was a highlight of the evening. Congratulations to Gary Watt of the University of Warwick.

I enjoyed LILAC very much. The papers were stimulating, discussion was thought provoking and all of the academic elements were well supported through efficient administration and good catering. The fact that accommodation was so close to the conference venue also helped. The added bonus of the wiki has provided an extra dimension which is more useful now than it was at the time of the conference because it allows me to take a look back at the ideas and discussions and make sure that the enthusiasm created during the conference doesn't get lost in the drudgery of the every day.

Jess Guth, University of Bradford

All the papers, slides and additional materials from the sessions together with reports, comments and blog posts from delegates can now be found at:
www.ukcle.ac.uk/newsevents/lilac/2009



LILAC09 Photographs by Jonathan Payens

LILAC10 Perspectives on progress

LILAC10 will provide a forum for delegates to critically assess the concept of ‘progress’ in the context of legal education locally, nationally and globally.

The conference will provide participants with an opportunity to debate issues such as:

- how do we measure or account for progress?
- what capabilities do we need (students, staff, institutions) to progress?
- how can the curriculum underpin the progress that we seek?
- what destination(s), if any, we are progressing towards?

The global context in which education takes place, and in particular concerns about sustainability and ethical practice, will form a backdrop to discussions about whether our understandings of progress in legal education, and the frameworks we construct to support it, are fit for purpose.

“inspirational”

Sheena Parry,
University of
Wolverhampton

Contributions are invited from law teachers, practitioners, postgraduate teaching assistants, students and managers in legal education on one or more of the following themes:

- The student life cycle: access, transition and progression
- Academic futures
- Curriculum change
- Progress in pedagogy
- Destinations

“friendly and informative”

Darren Calley,
Essex University

Proposals must be submitted in the form of an abstract of between 400 and 750 words, together with a short biography (maximum 150 words) of the proposer(s). The abstract must include the following:

- Title of the proposal
- The names and professional affiliations of contributors
- The intended format (e.g. paper presentation, interactive workshop, discussion forum or panel, poster presentation, or other format if appropriate)
- A summary of the proposal, together with an indication of which topic(s) from those listed above forms (or form) the focus of the proposal
- A brief statement as to the intended contribution this proposal makes to the scholarship of teaching and learning law. This should include brief references to key literature, as appropriate

Deadline for abstracts, including biographies: 4 September 2009. All abstracts will be subject to academic peer review. Decisions will be communicated to the lead proposer by 2 October 2009.

Abstracts should be submitted via the LILAC10 wiki, which will be made available in June 2009. In the meantime, or if you would like to discuss a contribution informally, contact Tracey Varnava on email: t.varnava@warwick.ac.uk or tel: 024 7652 3071

Project Internationalisation

Internationalisation has been steadily moving up the political agenda for higher education. In this feature, **Andrea Nollent** and **Iain Garner** of Sheffield Hallam University explain how one university faculty is seeking to respond to the challenge.

“Internationalisation is one of the major forces impacting and shaping higher education as it changes to meet the challenges of the 21st century. Internationalisation means different things to different people, and the overall picture that is emerging is one of complexity, diversity and differentiation. The internationalisation of higher education is a process that is evolving as both actor and reactor to the new realities and rather turbulent times facing higher education.

Jane Knight – Internationalisation:

Key Concepts and Elements, *Internationalisation of European Higher Education, an EUA/ACA Handbook (2008)*

In 2007 the Faculty of Development and Society at Sheffield Hallam University embarked upon its Internationalisation Project 2007-10. Its aim has been to enhance both the mobility and international experience opportunities for all students.

The Faculty is very large, with a portfolio embracing Education, Law, Psychology, Social Sciences, Humanities and the Built Environment. It has a student population exceeding 12,000 and an income of approximately £65 million per annum, two thirds of which is from undergraduate delivery.

At the outset of the project mobility opportunities were concentrated in a limited number of disciplines. The Law Department, for example, has a long and firmly established study abroad programme which includes the four year dual qualifying LLB/Maitrise en Droit Francais delivered

in partnership with the University of Paris XII. In addition Law has year long exchange programmes with Carleton University in Canada and with a number of European partners under the Erasmus programme. Elsewhere in the Faculty mobility opportunities exist on a smaller scale with some limited study abroad opportunities and a wider range of overseas field trip activities. Numbers of fee paying international students are relatively low although there are established areas of transnational delivery and direct recruitment onto home summer programmes from partner international institutions.

In response to demographic changes the Faculty wished to establish a clear international identity to aid recruitment and to sustain financial viability. However, these were not the only drivers. Integral to our profile and reputation is the excellence of the student experience and staff development and investment.

Thus the Internationalisation Project has four main objectives to be achieved by July 2010:

1. To increase and diversify business development and income streams into the Faculty.
2. To create a key profile for the Faculty.
3. To achieve a vibrant and multicultural environment.
4. To enhance the employability of our students through international experience (cf CIHE, 2007)

These objectives are to be achieved through three activity strands, embedded in the Faculty one year and five year business plans:

Mobility -

to enable all undergraduate students to undertake study or work placement overseas and to encourage staff to take part in teaching, research or other work in partner overseas institutions. Measure for the mobility strand include: Increase the number of outgoing/incoming students to/from partner institutions by at least 100%. Increase the number of academic staff taking part in exchange programmes (including Erasmus) by at least 100% for both outgoing and incoming staff.

International Business Development -

with a focus on the direct recruitment of international and EU students and the development of partnerships - eg. for the submission of joint research bids. Measures for the IBD strand include:

Increase non-collaborative direct recruitment onto both postgraduate taught courses and undergraduate courses by at least 100% (EU students) and 25% (International students).

Learning, Teaching and Assessment -

To ensure that all students can benefit from an 'internationalised' experience even if they are not physically mobile, for example by studying modules with an international focus; by working with students from other countries and cultures, or by using technology to communicate with students of overseas partner institutions. Measure for the LTA strand include:

The development of three modules for all home and incoming students. These will cover a range of topics, for example, the social, economic and cultural dimensions of globalisation and Europe and the EU as a context for employment and other professional activities.

In order to manage these ambitious targets we employed project methodology and a manager to co-ordinate activities. Progress towards our objectives is on track across all three strands – this may not have been the case without the discipline of project methodology.

Mobility: Student perceptions

If we are to meet our objective of offering all undergraduate students the opportunity to participate in work placement or study exchange overseas, we would need to extend our existing opportunities. To ensure that mobility opportunities would reflect student preferences we commissioned a research project (Tang et al, 2008) to investigate the perceptions of international mobility among UK students at Sheffield Hallam. The main findings of this extensive research project are:

- 33% of first year respondents would consider studying abroad and 45% would consider work placement abroad. If a scholarship was available 81% would like to study abroad.
- The preferred length of exchange programmes varied from 4-8 weeks (25%) to one year (24%).
- 59% of students selected English speaking countries as their first choice
- 12% of students expressed a preference for study/work placement in Europe.
- Support is the central concern for students: early information about mobility, access to key mobility staff/office; language support before departing, more flexible schemes for students in different circumstances (e.g. mature or part-time students); and financial support.

The evidence from this research guided both our partnership development and mobility support strategies.

Open-Space event

In order to embed the current 'organic' processes into the development of the project an Open-Space research and development event was organised. This drew on the methodology developed by Herman (1998) and the idea that 'participants create and manage their own agenda of parallel working sessions around a central theme of strategic importance'. The aim was the identification of a strategy that all stakeholders could support.

Finding partners

At the start of the internationalisation process we already had multiple international partners. Commonly the relationship with these partners was specific to courses, with few bringing cross-Faculty benefits. These partner organisations

facilitated mobility but not necessarily the richer links which internationalisation aspired to.

Richer links were seen as containing

- Broad ranging student exchanges
- Staff exchanges - administrative & academic
- Collaborative research links
- Shared pedagogical developments

It was therefore imperative that partners shared this desire for rich links which would be catalysed via student mobility. Based on this the following heuristics were developed to inform the creation of partnerships.

- The National Recognition Information Centre (NARIC) was used to facilitate a basic understanding of the fit, in terms of mission, of the prospective partner institution.
- Membership of consortia such as Universitas 21 and World Universities Network.
- Number of existing UK partners.
- Subject match and choice - while recognising indigenous, cross-cultural or local perspectives.
- Availability of teaching in English
- Location

Aligning the programmes of study.

Once the partners were identified work on course programmes was necessary. The programmes of study were to apply to incoming and outgoing students and, where possible, current systems were to be developed to meet the needs of mobility. Semester long exchanges were requested by partners and students; therefore these formed the basis for the developments. However, this did require some areas with year long delivery to develop semester based modules. Where possible this was addressed by creating 'sibling' modules, utilising elements of current year long modules, and so avoiding too many 'bespoke' developments. This ensured that international students were taught alongside UK-based students (not in international student groups) and that UK-based students accessed an equivalent learning experience to their non-internationally mobile peers.

Developments

The project is in its second year and the strategic framework and project plan are complete. The embedding of internationalisation into the Faculty's culture is now needed if genuine internationalisation is to be achieved. O'Neill (1994) identifies educational organisations as having three key features: structure, process and culture. Within the internationalisation project plan we have so far focused on the structural and process

issues. This has allowed us to develop a framework of international partners and offers which can be easily managed. However, we need to develop this further so that internationalisation is better expressed in curricular and research activities, and becomes a key part of the ethos of the Faculty. The aim is to use mobility to actively move the culture forward. This should hopefully ensure that the developments are neither the cosmetic alteration articulated by Meringe (2008), nor the weak and marginal integration observed by Massoud and Ayoubi (2007), but robust developments which will reflect the quality and spirit of the Faculty.

Mobility has emerged as the key feature of Project Internationalisation. This has been recognised and supported by the university, reflecting our commitment to the development of skills and employability in our students. It also clearly reflects the government agenda and is strongly aligned to the Bologna process, which has student mobility at its heart.

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Are your students Bore-ing?

Lawbore was recently featured in *The Times* ('Clever law students let the web do the work' 15 January 2009) and in this piece Lawbore's creator, Emily Allbon, highlights what the site has to offer.

Making students less intimidated by the prospect of legal research was a key driver for the creation of www.lawbore.net back in 2003. The original version was designed in response to my experience that students relied too much on a limited number of sources, and to provide an online community for the law school.

Lawbore is split into 4 areas:

1 Topic Guides – Essentially a guide to the best resources available on the web for different subject areas. Arranged on a cool sliding menu into Core and Elective subjects, Research and Careers. The format is usually 3 main categories: the top picks of websites, commentary and hot docs. Commentary can include speeches as well as articles from both free and subscription sites. Users can adapt a profile if they don't want to see the stuff that's only available to City students. Hot docs can be documents like key cases, legislation, Law Commission reports, and glossaries. The Careers tab includes links to information on Careers, Mooting and Pro Bono.



2 Forum – A chatroom offering different threads for discussion: Law Chat, Escape Law, For Sale/Wanted, Prospective Students, Mentoring and a City Only thread. It sees the most traffic during revision time when everyone compares notes whilst panicking, but is used for the following types of queries too:

'What was that case Prof X kept going on about in the Crime lecture today?'

'I'm thinking of taking Maritime Law as an elective, aren't the books really expensive?'

'Help – how do I interpret the wording of this Act?'

3 City Hub – The community side of the site, mainly for City Law School students. This offers a place for all student messages to go, with each course/year getting their own noticeboard. There is also general news, access to databases and the e-library, and a set of very popular useful links. Since this section was launched in October 2007, it's been hugely popular and has become the first port of call for City students.



4 Learnmore – A know-how wiki designed to help students with all the knowledge they need to gain which falls outside their core teaching; mooting, doing legal research, using law libraries, writing coursework and much more. The emphasis on creating resources for this section is very much on making them entertaining. There are a number of talking slide shows (made using *Articulate* – see <http://www.articulate.com/products/studio.php>) which have been really well received by students, who like the fact they can learn without having to read. Some of the materials have even been written by students. The materials on mooting are extremely popular, especially the 'Do's and Don'ts Video Guide to Mooting' and the 'Know Your Judge' piece which tells students how to deal with different types of Moot Judge (Quiet, Bored, Bemused, Mean...).



A quick guide to what Lawbore can do for your students

1. Encourages reading around their subjects – highlighting useful websites, commentary and related documents online in **Topic Guides**.
2. Gives them free chapters from certain texts – working with publishers to allow access to free content (see **Research Tools** for McBride: Letters to a Law Student and **Mooting** for Kee: The Art of Argument).
3. Offers a place for discussion – Lawbore **Forum** gives students the opportunity for asking questions in an environment where no-one knows who they are. Perfect for those questions they're too embarrassed to ask in tutorials!
4. Keeps them informed – using the feeds from Linex Legal in some Topic Guides, and RSS feeds from other areas in Lawbore.
5. Gets them more confident about mooting – **Learnmore** provides a range of resources to support students new to this, including video clips and talking slide shows.
6. Makes Equity & Trusts more fun with a crossword (see Equity Topic Guide).
7. Brings all the 'library stuff' to life – Learnmore has a range of talking slide shows about legal abbreviations, using law libraries and the materials held within them.
8. Informs students about events, competitions and training days via **City Hub**.

for Excellence for her work on Lawbore. For more information (including academic references) on Lawbore, click on the **About** link on the site or contact Emily e.allbon@city.ac.uk

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



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. Judy McKimm and Michael Preston-Shoot explain how they plan to fill the gap.

UKCLE and the MEDEV (Medicine, Dentistry and Veterinary Medicine) Subject Centres have jointly funded a project which includes 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. The project, which builds on earlier work funded by an HEA National Teaching Fellowship [NTFS] awarded to Michael Preston-Shoot, is due for completion in Summer 2009. Findings from the project will be disseminated initially through a national workshop which will involve a wide group of those interested in how professionals 'learn law' and apply law in practice.

The NTFS study compares teaching, learning and assessment of law in medical and social work education. Preliminary data analysis indicates varying perceptions and understanding of the law and how it is used in practice within and between the two professional student groups, with evident implications for their future working together. Our research indicates variation in practice in how law is taught, learned and assessed in undergraduate medical education. These variations are not only between the medical education programmes offered by different programmes but also within medical programmes themselves, where law is sometimes taught as a discrete topic; alongside ethics teaching; as part of preparation as a professional practitioner but, most commonly, embedded within clinical attachments

where the learning is often opportunistic and assumed (Consensus Group, 1998; McKimm et al, 2008). We have found no evidence to date from the literature as to how law is systematically assessed in undergraduate medicine. The medical profession is undergoing further reform (by the Department of Health, Postgraduate Medical Education and Training Board and General Medical Council) around ensuring fitness to practice, regulation and licensing and there is an increasing research and practice emphasis on professionalism. It is therefore timely to review and evaluate how medical students acquire their knowledge and understanding of the law relating to medical practice; legal rules, concepts and constructs, and the skills needed to apply the law in a range of potentially complex clinical and community situations, including consulting with and referring to other professionals.

The practice survey will provide a baseline from which we can begin to examine the nature and the pedagogy of law teaching in undergraduate medical education, develop new research questions and identify areas for debate and discussion.

It will provide new knowledge for deepening understanding of how law teaching is conceptualised in medical curricula

and, more importantly, how UK medical schools approach and address the teaching of law as it relates to professional medical practice. The practice survey will describe how law is currently taught, learned and assessed in UK medical schools, identify common themes and approaches, and offer examples of good practice and challenges to teaching and learning law in medical education. We will highlight implications for curriculum development and reveal variations in how curricula support medical students in developing a professional identity and 'professionalism' which incorporates a real understanding of law. It will also identify the 'profiles' (background and expertise) of those involved in teaching and assessing law in medical education with a view to developing resources to support the professional development of those involved in law teaching.

Generally the literature has not reported the quality, effectiveness or outcomes of different methods of teaching, learning and assessment of law in medical education.

Understanding of the law tends to be coupled with medical ethics (Consensus Group, 1998), introduced as part of the development of professionalism (Goldie et al, 2007; Jha et al, 2007) or acquired during clinical attachments relating to different client groups. The systematic literature review will provide an evidence base from the published literature on law as it relates to medical education and to medical practice. This work will also contribute to the current debates and interest on all aspects of 'professionalism' and the development of professional identity. The focus to date has been much more on the ethical and regulatory dimensions of practice than the legal aspects which, in curriculum and learning terms, have tended to be assumed, tacit and implicit rather than overt and explicit.

This project has benefits for the wider community of healthcare educators as well as law teachers and practitioners,

providing opportunities for sharing practice and approaches to the teaching and learning of law. Parallels will be drawn with the data already available on teaching law to social workers (Braye et al, 2006). Ultimately of course, it is patients and service users who will benefit from improvements to the way in which health and social care professionals learn and apply the law in practice.

Further information about the project (including publications and reports) can be found on the UKCLE and MEDEV websites or by contacting Judy McKimm on: j.mckimm1@btinternet.com

Judy McKimm works in the Centre for Medical and Health Sciences Education, University of Auckland, NZ, and is Visiting Professor of Healthcare Education and Leadership at the University of Bedfordshire.

Michael Preston-Shoot is Professor of Social Work and Dean of the Faculty of Health and Social Sciences, University of Bedfordshire.



Emily Allbon is Law Librarian and Head of Information Literacy at City University London. In 2005 she was named Best Legal Information Professional in an Academic Environment at the BIALL/LexisNexis Awards

Exploring the pedagogical impact of law school sabbaticals

Sabbaticals are widely considered to be a necessary way of advancing research and scholarship. However there has been little empirical study of how they operate and how far they do, as popular perception suggests, privilege research over teaching. A new UKCLE-funded study aims to explore that question. Here Maureen Spencer and Penny Kent explain the purposes of their study, and what they hope to achieve.

The project builds on earlier research into sabbaticals in law schools (Spencer and Kent, 2007). That research revealed the extent to which sabbaticals play a key part in the constant pressure to publish. By contrast, the impact sabbaticals could have on teaching was not clearly articulated, particularly in the pre-1992 universities. Criteria for awarding sabbaticals did not

appear to include a specific enhancement of pedagogy as an objective. Instead, the preoccupation with published research, we argued, entrenched divisions between these different aspects of academic practice.

In an attempt to remedy this imbalance, the UKCLE project will explore the proposal that the granting of sabbatical awards could include a requirement to specify the potential impact on teaching and pedagogy (see Healey, 2000). Drawing on the views of legal academics, the project will seek to identify how far a closer link with teaching practice is seen as desirable or possible.

After examining the sabbatical policies of selected universities in England, Wales and Scotland, the researchers will develop a questionnaire to investigate the relationship between the award of sabbaticals and teaching practice and content. They will contact the Heads of Department of the selected universities to invite the recipients of sabbaticals in recent years to respond in a focused discussion.

Staff in the discussion groups as well as those staff not granted sabbaticals will be given questionnaires for electronic submission, thus enabling us to assess the

views all legal academics, including those not traditionally perceived as research active. In addition, email or telephone interviews will be conducted with legal academics who have received sabbatical leave primarily or exclusively for teaching purposes.

The project will thus provide empirical evidence of one aspect of how academics do – or do not – connect their teaching and research. It will also contribute to the growing body of knowledge on the working practices of legal academics developed through the work of Richard Collier, Fiona Cownie, Celia Wells and others.

A final report will be produced in January 2010, accompanied by a presentation to the LILAC10 conference. Other academic outputs are also planned. Materials on maximising the pedagogical benefits of sabbaticals will subsequently be made available on the UKCLE website. The project also forms part of a wider Middlesex University study of the role of sabbaticals in Law Schools and Business Schools which is being conducted in collaboration with Professor Philip James of Oxford Brookes University Business School.

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Dr. Maureen Spencer and Penny Kent are both members of the Law Department at Middlesex University.



The doctor as God, the corporation as Queen: What about the country?

ALTA 2009 Conference,
University of Western Sydney, Australia
5th – 8th July 2009



The 64th annual conference of the Australasian Law Teachers Association (ALTA) is shaping up to be one of the most exciting legal academic events of the year. Over 50 delegates have already registered and it looks like topping 250 by the commencement on 5th July 2009. Once again the conference format will open with a Sunday night social event starting at 5pm at the Female Orphanage School on the Parramatta campus of the University of Western Sydney at Rydalmere, Sydney. This building was constructed under the instruction of Mrs Macquarie and is the oldest three-story building in Australia (1814). There will be opportunities for guided tours by historians and National Trust

representatives. The main conference venue will be Rosehill Racecourse Grandstand in the geographic heart of Sydney and close to the Parramatta Justice Precinct.

A new addition to the ALTA conference will be a "free" Learning & Teaching Forum to occur on the Sunday afternoon from 1pm to 4pm; details of this will be available on the website.

Abstracts of papers must be submitted for the Interest Groups by 1st May 2009 on the standard form and emailed to ALTA09@uws.edu.au. All abstracts require approval by the Interest Group Convenors, listed at <http://www.alta.edu.au/convenors.html>

The UWS School of Law conference committee has once again engaged Absolute Events Management; anyone that wishes to register or book hotels, should email alta2009@absoluteevents.com.au. There will be a complete new conference website launch soon, so please check either the ALTA website (www.alta.edu.au) or the UWS website at www.uws.edu.au/law for the latest link.



Professor
Michael Adams
President of ALTA



Re-imagining the Shari'a: Theory, Practice and Muslim Pluralism at Play Venice • 13-16 September 2009

This major international conference is organised jointly by the Schools of Law and Politics and International Studies at the University of Warwick and the Centre for European Islamic Thought, University of Copenhagen. It will be held at the fifteenth century Palazzo Pesaro-Papafava, Warwick University's centre in Venice.

The main conference objectives are:

- To provide a forum to bring together new conceptualisations and theories concerning the global understanding and reach of Shari'a
- To focus on the increasing engagement of Muslims with western governmental and financial institutions as well as their parallel need to be Shari'a compliant in all fields of life.
- To highlight the more 'observable' areas – family law, finance – and the less observed areas – zakat, social welfare system in Islam, the function of umma, the variety of fatwas administered & their constituencies, to name a few.

Confirmed keynote speakers include Professors Frank Vogel (Harvard), Abdullahi Ahmed An-Na'im (Emory & Warwick), Maurits Berger (Leiden) and Haider Ala Hamoudi (Pittsburgh). The conference will include further opportunities to discuss the Islamic Law Curriculum project supported by UKCLE.

Further information and booking forms are available on the conference website at: <http://www2.warwick.ac.uk/fac/soc/law/events/globalsharia>

The call for papers closes at the end of May 2009.

Conference Organisers: Shaheen Sardar Ali, Jorgen Nielsen and Barbara Roberson

The UKCLE events diary covers events with a legal education or general learning and teaching focus, and includes links to law focused and learning and teaching listings as well as a new calls for papers page – access it at: www.ukcle.ac.uk/newsevents/diary.html

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

The copy deadline for the next issue is 30 July 2009. 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.

21-22 April 2009

Improving student success (3rd International Personal Tutoring and Academic Advising Conference)
See: www.nacada.ksu.edu/IntrntlConf/PersTutAvsg/2009UK

21 April 2009

Virtual Worlds Conference 2009
See: http://info.rsc-northern.ac.uk/events/event_details.asp?eid=590

5 May 2009

Law and Religion Scholars Network Conference 2009
See: www.law.cf.ac.uk/clr/networks/lrsn.html

14 May 2009

Student perspectives on employability (Centre for Excellence in Employability)
See: <http://extra.shu.ac.uk/cetl/e3iConference.html>

18 May 2009

Extending horizons: the benefits of the European dimension on the student learning experience
See: www.heacademy.ac.uk/events/detail/18_May_2009_Benefits_European_Dimension_Student_Learning

27 May 2009

Lowering the drawbridges: legal and forensic science education for the 21st century
See: www.heacademy.ac.uk/physsci/events/detail/2009/fs_law_may_2009

2 June 2009

Student survey conference
See: www.heacademy.ac.uk/events/detail/2_June_2009_Survey_Conference_NCSL_Nottingham

17-18 June 2009

Blended Learning Conference 2009: Engaging students in the curriculum
See: www.herts.ac.uk/about-us/learning-and-teaching/blended-learning-institute/conferences/blended-learning-conference-2009/blended-learning-conference-2009_home.cfm

18-20 June 2009

BIALL 2009: Locks and keys: safeguarding legal information
See: www.biall.org.uk

24 June 2009

Academy Scotland debate and Keynote address
by Paul Maharg (GGSL)
See: www.heacademy.ac.uk/events/detail/240609_scotland_debate

30 June-2 July 2009

Higher Education Academy Annual Conference 2009: The future of the student learning experience
See: www.heacademy.ac.uk/events/conference

30 June-1 July 2009

5th National FORREST Conference (FORnsic RESearch and Teaching)
See: www.heacademy.ac.uk/forrest/Forthcoming_Conference

5-8 July 2009

The doctor as God, the corporation as Queen: what about the country? 64th ALTA Annual Conference
See: www.alta.edu.au

9-11 July 2009

Global, local, clinical: clinical legal education in a shrinking world: 7th IJCLE Conference
See: www.northumbria.ac.uk/sd/academic/law/entunit/conferences/ijcleconf09/

14-15 July 2009

LTEA (Learning Through Enquiry Alliance) Conference 2009
See: www.reading.ac.uk/cetl-aurs/LTEAConference2009/cetl-aurs_LTEAConference2009.asp

22-24 July 2009

Once upon a legal time, chapter two: applied storytelling in law
See: <http://legalscholarshipblog.com/2008/10/04/applied-storytelling-in-law-portland-or>

7-10 September 2009

Society of Legal Scholars Conference 2009: Advancing legal education: celebrating one hundred years of legal scholarship
See: www.legalscholars.ac.uk/keele

8-10 September 2009

ALT-C 2009: "In dreams begins responsibility": choice, evidence, and change
See: www.alt.ac.uk/altc2009

15-17 September 2009

All our Futures 2: Getting real - investing in our future
See: <http://csf.plymouth.ac.uk/?q=allourfutures2>



Nominations are now open for the 2010 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. Anyone previously nominated or shortlisted for the award is welcome to re-enter. The law teacher in question should be currently employed by an educational institution, but can be part-time or full-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. 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 Department.

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

www.oup.co.uk/oxfordtextbooks/law/prizes/lawteacher/

The deadline for receipt of applications is 30 April 2009