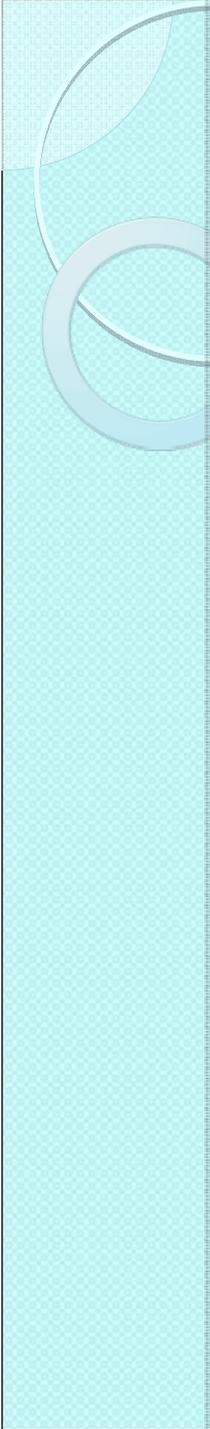


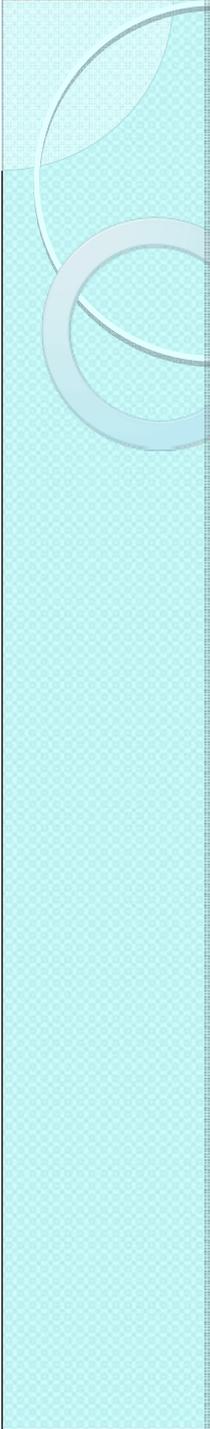
# Teaching practical skills

Caroline Coles  
De Montfort  
University



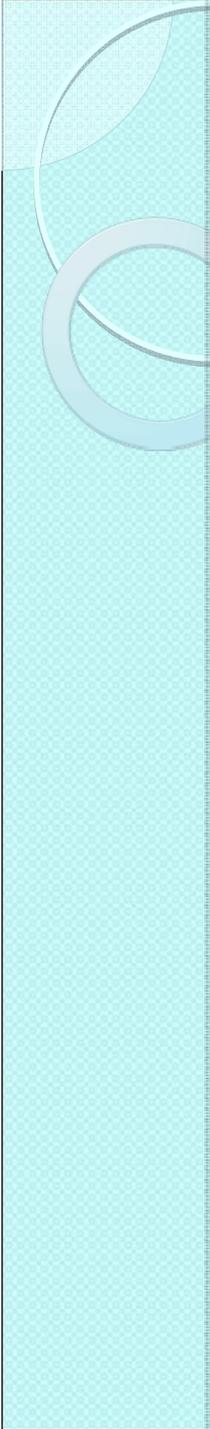
# Skills v Substance?

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



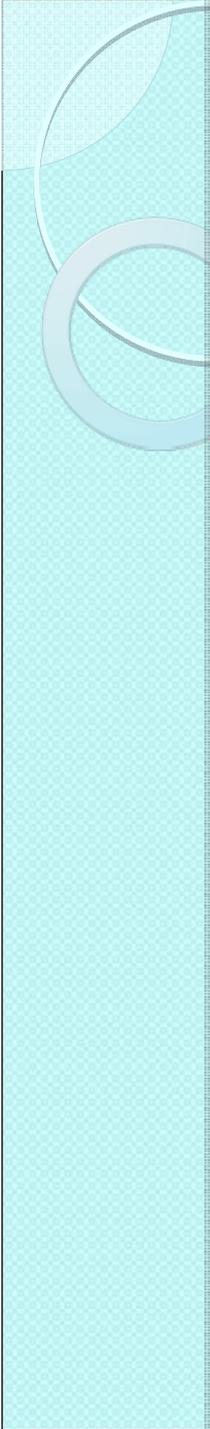
# The Role of Skills

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



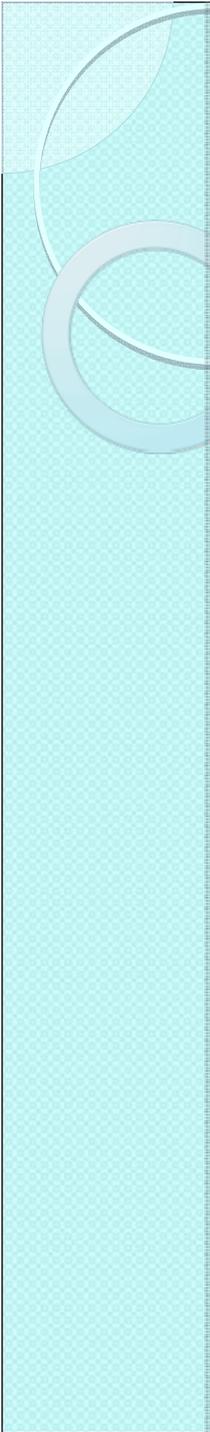
# DMU Research

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



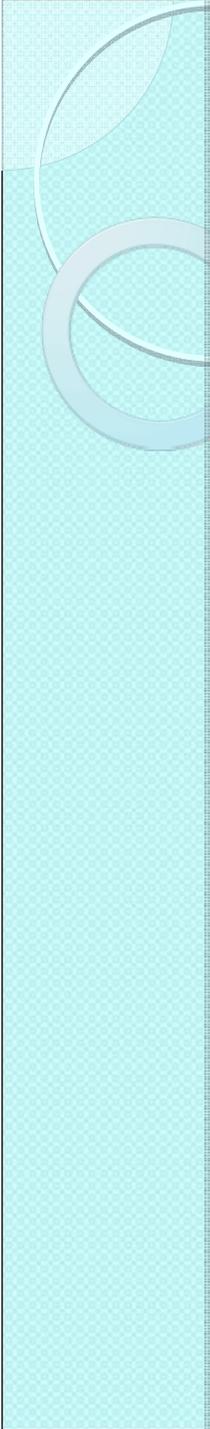
# Outcome 1: Experiential learning

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



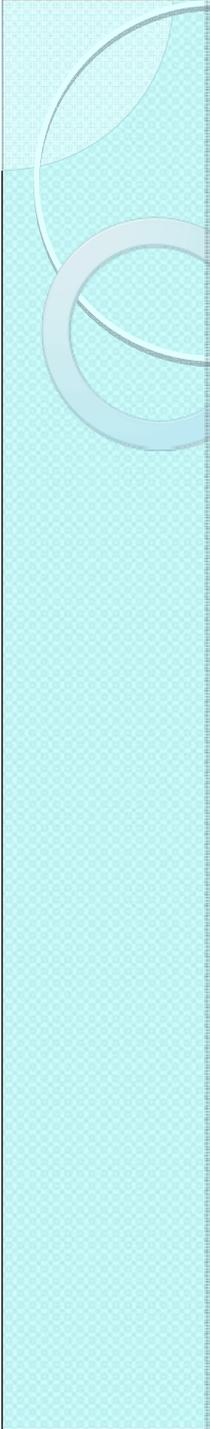
## Outcome 2: Critical thinking

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



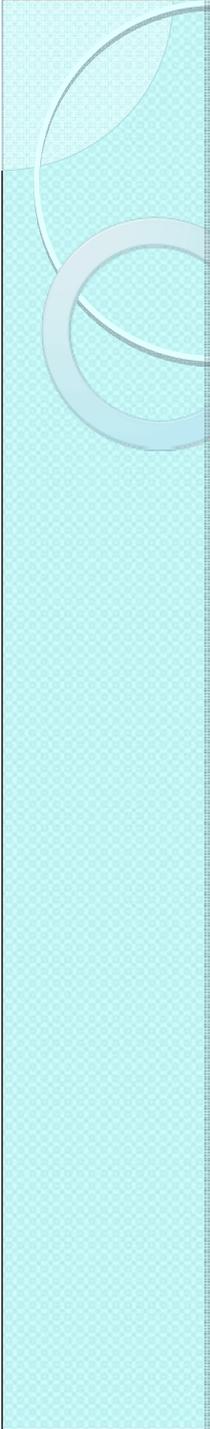
# Ready to learn?

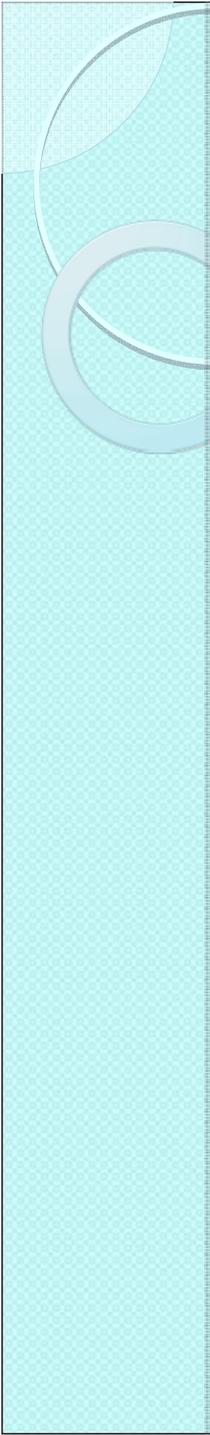
- Language skills
  - Resource bank for modern legal drafting
  - Prior learning
- Communication skills
- Reflection
- Supportive learning climate



# Case study I Negotiation

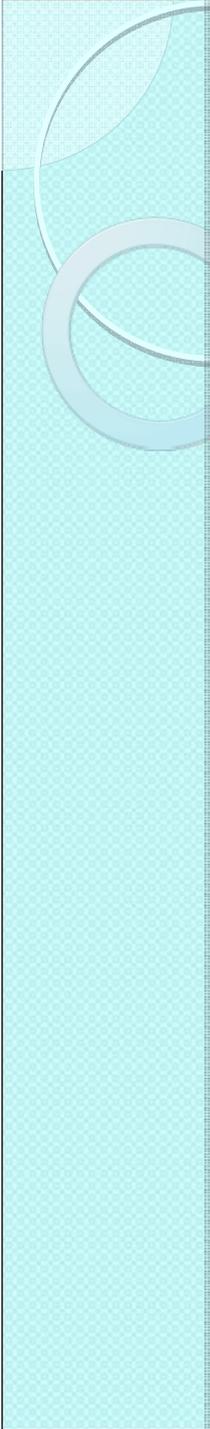
- Task: Negotiate a royalty clause
- Outcomes
  - Negotiations skills
  - Improved group work
  - Creative thinking
  - Case handling
  - Client handling
  - Handling conflict
- Working in pairs

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



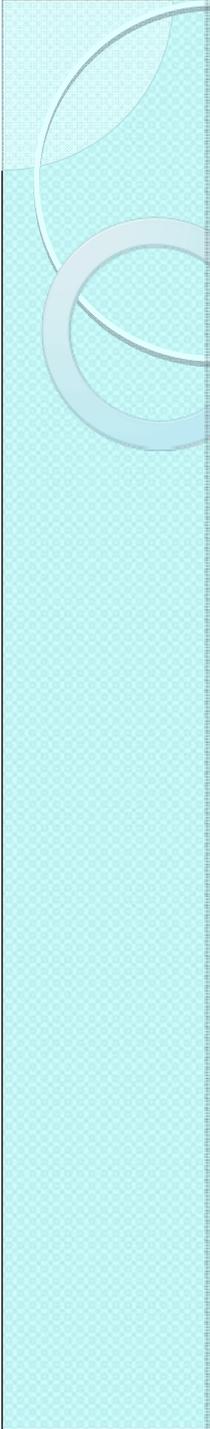
## Case study 2 Outline drafting

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



## Case study 3 Clinical education

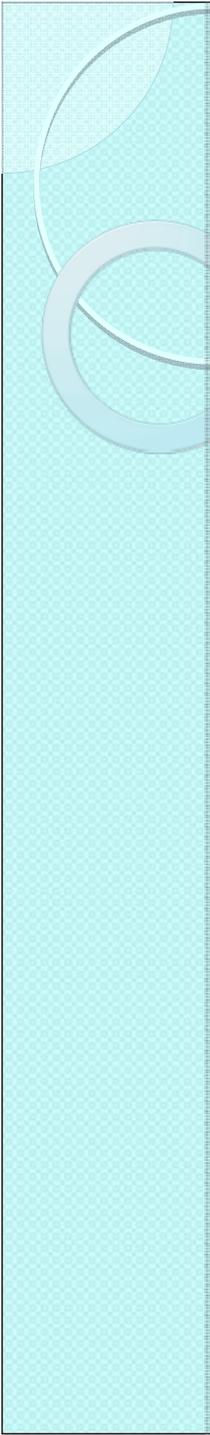
- Task: Advising a client via real law clinic or simulation software programme e.g. SIMPLE at ukcle
- Outcomes:
  - integrate skills
  - transactional learning
- Tutor to prepare
  - Law Clinic structure
  - Continual supervision



## The future:

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





# References

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- Boud DJ, Keogh R, Walker D (eds.) (1986) Reflection:turning experience into learning: London: Kogan Page
- Fry H, Ketteridge S, Marshall S (2003) A Handbook for Teaching and Learning in Higher Education 2<sup>nd</sup> ed
- Kolb D A (1984) Experiential Learning: New Jersey: Prentice-Hall
- SEDA Special Paper 22, chapter 4 Bloy S. , Pillai M in Student Engagement, Hand L, Bryson C,.
- SIMPLE project  
<http://www.ukcle.ac.uk/research/projects/tle.html>