

CLINICAL LEGAL EDUCATION

[no material in this edition]

CONTEXT, CRITICISM AND THEORY

[no material in this edition]

CONTINUING EDUCATION

Educational architecture: constructing courses to meet learner's needs and expectations

M S Caldwell

11 *J Prof L Educ* 1, pp 13-33 *

This article examines the mechanism of CLE course design. Part I characterises adult learning and suggests effective ways to present information to customers. Part II describes how to design a course using the concept of learning objectives. Part III examines different formats for presenting information. Part IV promotes alternatives to design programs around eight-hour time blocks. Part V suggests a revision of the evaluation mechanism. Part VI offers a process for course design that incorporates learning objectives, format selection, and learning styles to create a structure that meets the expressed needs of customers.

CURRICULUM

To be built on sand: the future form of the CPE

P Birks

SPTL Reporter, 8, Spring 1994, p 1
Discusses the proposed foundations of legal knowledge proposed by the

English Law Society and Bar as requirements for qualifying law degrees, and their implications for the conversion course, known as the Common Professional Examination (CPE). Strongly argues that the CPE course is significantly inadequate. The seven foundation areas of law are to be dealt with in a 36 week one-year course. In effect five weeks will be devoted to each foundation area. The author argues this is demonstrably not possible. He concludes that what is being proposed is not just a revolution, but an abdication.

Europeanising the English law school

G Wilson

SPTL Reporter, 8, Spring 1994, p 39

A serious obstacle to Britain becoming more European is language. But is also a question of law. Need to teach more European, Community, and Convention law, and more about the law and legal systems of other member states. Questions why the appropriate study of law for an English law school is primarily English law. Questions whether it might be possible to start, not with the English legal system, but with the systems of the world at large and worked back to the English legal system. Suggests should also think of Britain's law schools as not British but European.

Networking: law schools and practical training institutions

J Goldring

11 *J Prof L Educ* 1, pp 79-86 *

"Competency" and "articulation" are two terms which are currently in vogue in higher education. "Competency" is an expression

which includes the notion that evaluation of the quality of higher education should be measured in terms of its output. Education and training produces people who have competency which can be tested. "Articulation", the other vogue term, refers to a process whereby some knowledge and skills gained at one stage in a person's education or training can be applied and fully accredited at a later stage. Anyone approaching the relationship between the university law schools and practical legal training courses will therefore have to address directly or indirectly the areas which are covered by the terms "competency" and "articulation". The legal profession and the general public are entitled to ask, as they do, of a newly admitted barrister or solicitor, "is she or he competent?". Can she or he represent me in this particular matter? Those questions address an issue of competency.

ENROLMENT POLICIES

The Lord Chancellor's advisory committee on legal education and the legal profession

Lord Griffiths of Govilon M.C.

28 *Law Teacher*, 1, 1994, pp 4-12

The Courts and Legal Services Act (UK) has breached the monopoly enjoyed by solicitors in litigation and the bar in advocacy in the higher courts. However, anyone wishing to exercise a lawyer's skills will have to belong to a professional body that will impose training and conduct regulations. At present the only route to the bar is through completion of the Inns of Court School's (ICS) bar vocational course (BVC). The absolute maximum number of students that the BVC can accommodate is 1,000, however it is not unusual for

up to 2,000 applications to be received by the ICS. Limitation of the number of bona fide candidates has been through selection of those with first class and second class, first division honours degrees.

Lord Griffiths questions whether the filter should be at the first stage - entry to the BVC or at the second stage - obtaining a pupillage. He indicates that this issue will be taken up at the review of legal education. Presently the Advisory Committee on Legal Education is analysing the responses to a consultation paper designed to search out the contentious areas of legal education. The main areas for discussion at first legal education conference of the Legal Advisory Committee to be held in July 1994, will be the results of the consultation and funding of vocational courses.

Equal opportunities at the Inns of Court School of Law: Final Report
[See Students]

EVALUATION

Lord Chancellor's Advisory Committee review of legal education

SPTL Reporter, 8, Spring 1994, p 15

Article is a full copy of the submission by the Fellows of the British Academy. Focuses on the role of academic lawyers, and argues against a false distinction between academic and professional legal education. Argues against a professional formation of lawyers which is restricted to preparation for the perceived demands of routine legal practice. Legal

education, to be worthy of the name, must put law in its social, historical and cultural context. Reaffirms the Ormrod suggestion that all entrants to the legal profession should be graduates and should normally hold a law degree.

FACILITIES

[no material in this edition]

FINANCIAL ASPECTS

Commission on the financing of legal education

C C Monk

94 *AALS Nltr* 1, February 1994, 6

Reports on the work of the Joint Commission on Financing of Legal Education: Balancing Mission and Resources. This Commission is a joint venture of the AALS and the ABA Section of Legal Education and Admissions to the Bar. The ultimate goal is to produce a report that will help each law school address the school's finance issues in the context of its particular environment.

The report will include a history of legal education financing, a narrative of the role of legal education in society and the relationship of resource and finance issues to the quality of legal training. It will also examine forces that operate on the law school budget, and will examine the array of revenue sources available to legal education. An important feature of the report will be a section on means of enriching the academic program through cooperation among schools in the same region. A section will also address student finance issues.

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GOVERNANCE

[no material in this edition]

HISTORY

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INDIVIDUAL SUBJECTS/AREAS OF LAW

Loyola-Chicago introduces Civitas ChildLaw Center

XXV *Syllabus* 1, Winter 1994, 14

Reports on the establishment of the Civitas ChildLaw Center at Loyola University Chicago School of Law. Its primary purpose is to educate and train law students as specialised litigators and advocates on behalf of abused and neglected children.

INHOUSE CLE

Designing and running continuing legal education programs in a private law firm

A Blunden

11 *J Prof L Educ* 1, pp 35-50 *

Why have in-house continuing legal education programs? This article