Teaching practical skills

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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 1 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

- Bloom (1956) Taxonomy of Educational Objectives McKay
- 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