

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