

Law Schools and the Profession: Narrowing the Gap

E E Clark

4 *Legal Educ Rev* 1, pp 201-221

The article is a review of this report published by the American Bar Association in 1992. It summarises and evaluates its findings, and considers what implications it may hold for Australian legal education.

Legal Education in the 1990s

M Partington

19 *J Law & Socy*, 1, pp XX

Article argues that, despite uncertainties, there are substantial opportunities ahead for professional legal educators in England. The leaders of this branch of the legal profession will need to offer a clear sense of vision as to what the future might be like, if they are to seize the opportunities that could lie ahead. The article considers the main factors which are likely to influence the structure of legal education over the next decade, and the implications of this analysis are drawn together in order to present a summary of the issues likely to shape legal education over the next decade.

The factors likely to shape legal education are government policy in relation to higher education, the responses of institutions of higher education, professional factors, and developments in the legal environment.

Four papers presented at the recent Commonwealth Law Conference held in Cyprus in May 1993 are of interest. They have not yet been published. They are:

Intellectual skills and law degrees: twelve theses, William Twining.

Skills training for lawyers in a CLE context, Lyn Tan

Are skills really frills?, Neil Gold

Skills-based training for lawyers: a neglected aspect of legal education, John Goldring

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

POSTGRADUATE PROGRAMMES

Graduate research seminars: theory or praxis?

T Carney

4 *Legal Educ Rev* 1, pp 165-176

Article argues that law schools must ensure research students are instructed in research techniques. It sketches the assumptions of the research training provided at Sydney University, and outlines some of its detail.

PRACTICAL TRAINING

Professional legal education for tomorrow's lawyers: the evolution of the Postgraduate Certificate in Laws at the City Polytechnic of Hong Kong

N Gold

9 *J Prof L Educ* 1, pp 45 - 57

Neil Gold is a member of the planning team which prepared the second practical legal training course to be offered to graduates in law in Hong Kong. This article deals with the planning and development of that course.

Commencing with the Hong Kong background, the article traces the 1989 study of the needs of local practitioners including the three main themes which emerged from the result of the study, namely: the lawyer's role as planner, as settler of disputes, and as manager. The course aim and objectives are then canvassed as are the range of teaching strategies and methods, the various methods of assessment of student performance, and responsibility to practitioners' viewpoints.

Also included is the weekend consultative conference where 55 delegates including invited foreign experts participated in reviewing the proposed course and discussing the three prominent issues which emerged: the role of City Polytechnic in professional education; the newness of the course rationale and educational approach, and the assessment of student achievement. Conclusions drawn from the conference are outlined followed, briefly, by the view of the future.

Professional legal training

A Sherr

1 *J Law & Soc*, 1992, pp 163-173

This article deals with the transformation of the legal profession in the United Kingdom over the past decade, in particular the reconsideration of entrance policies and legal training. The author contends that there will be profound changes in training beginning with the implementation of the new Law Society finals course and examination which begin in September 1993. The author discusses the content of the old finals course as compared to what the new finals course will now produce. He also discusses a number of changes that will offset the new course which include on-the-job training for solicitors, continuing education courses through a variety of approaches and in-house training in larger firms. New visions of the line between academics and the professionals will begin to appear that will, in the future, cause lawyers to be more aware of their educational needs, top loading their knowledge information, abilities and skill from the first day of their legal work until the last day of their professional practice.

Instructional design and student learning in professional legal education

J Macfarlane & P Boyle

4 *Legal Educ Rev* 1, pp 63-88

Article describes a study, based on the Postgraduate Certificate in Laws (PCLL) at the City Polytechnic of Hong Kong. The study had two objectives.

The first was to discover more about student conceptions of their learning in an educational program which would introduce a new approach to learning and challenge their expectations. A phenomenographic approach was used to leave open the possibility of discovering unintended and unexpected outcomes, *ie* the mapping of qualitatively different ways in which people experience, conceptualise, perceive and understand various aspects of and phenomena in the world around them.