**Comenius University / International Journal of Clinical Legal Education Conference**

**ENCLE - IJCLE 2019 Improving the Future: Using Clinical Legal Education to Educate Lawyers for a Just Society**

|  |  |
| --- | --- |
| Title | Mrs |
| Lead Presenter First Name | Lucy |
| Lead Presenter Last Name | Blackburn |
| Organisation of Lead Presenter | University of Central Lancashire |
| Name/s and details of other presenters | Stephanie Jones, University of Central Lancashire, Senior Lecturer and Business Law Clinic Lead, UK |
| Title of Proposal | Clinical Legal Education and the Strategic Learner |
| Summary of Proposal | Whilst the SQE may sound a death knell for the strategic learner, this session will explore an exciting opportunity for exponents of Clinical Legal Education: the objectives of CLE as a teaching methodology for facilitating deeper learning and engagement of students will be mapped against the current climate of legal educational change. The session will draw on the reflective practice of the presenters and attendees will be invited to share their experiences and thoughts with a view to promoting the use and impact of CLE. |
| Abstract Proposal | ‘Will this be on the exam?’ This is a question that is posed frequently to university academics by their students. Whilst a healthy degree of expectation for assessments is natural, there is a perception that students are focusing solely on summative assessments. As a consequence they are being strategic in their approaches to learning. This focus could be at the expense of fully engaging with and appreciating the curricula in total. Through pedagogic literature, academics will be familiar with the concept of deep and surface learners; this session will discuss â€˜strategic learners’ in the context of a climate of change in the qualification route of solicitors in England and Wales. The particular change referred to is the adoption of the Solicitors’ Qualifying Exam (SQE) and the assessment of both substantive and procedural law solely by externally set Multiple Choice Questions (mcqs). The expectation is that students will be required to retain vast amounts of legal knowledge, that will be finally assessed years after initial study. Whilst this may sound a death knell for the strategic learner, this session will explore an exciting opportunity for exponents of Clinical Legal Education: the objectives of CLE as a teaching methodology for facilitating deeper learning and engagement of students will be mapped against the current climate of legal educational change. The session will draw on the reflective practice of the presenters and attendees will be invited to share their experiences and thoughts with a view to promoting the use and impact of CLE. Lucy Blackburn and Stephanie Jones are Senior Lecturers at Lancashire Law School and are also solicitors, having spent a number of years in private practice before joining University of Central Lancashire. They teach on both the undergraduate Law degree and postgraduate students on the Legal Practice Course. Lucy is also a supervisor for the Law School’s Law Clinic. She is undertaking a Professional Doctorate in Legal Practice focusing on the profile of clinical legal educators and has spoken previously at conference about clinical legal education. Stephanie has set up and supervises the Law School’s Business Law Clinic. |