



STUDENTS AS  
CO-CREATORS

**A Curriculum Design Collaboration**

***Future Skills and the Future of Skills:  
How best to Equip WLS Undergraduates with Legal  
and Transferable Skills***

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## 1. Executive Summary

Though legal skills are currently embedded across Westminster Law School (WLS) modules, there are two modules which focus more on skills than others. At level four this is Law: Policy and Practice (LPP) and at level five this is 21<sup>st</sup> Century Law (C21<sup>st</sup> Law). These modules aim at teaching and putting into practice the skills that are relevant in the legal world and can be transferred out of it. This Students as Co-Creators project explored what undergraduate law students feel about these modules in terms of the way they are taught, their usefulness and their ability to prepare students for academic study and graduate careers.

Views were gathered via an online questionnaire, followed by a focus group (see Methods section). The survey (see Appendix) found the following:

- The top three skills identified as most relevant to a legal career were ability to apply the law (88.9%), communication, be that written, oral and/or aural (75%) and critical thinking (69.4%). The least relevant were paraphrasing (11.1%) and referencing (5.6%), see further 4.1.
- The top three skills students felt they gained most from the modules were ability to apply the law (30.6%), researching (22.2%) and communication skills (13.9%). The skills they felt they gained the least were writing, paraphrasing and organisation (each at 2.8%), see further 4.2.
- Students were able to accurately explain the term transferable skills and though some definitions were basic, others were strong showing a deeper level of understanding of the term, see further 4.3.
- 39% of the respondents said the best method to teach transferable skills was through some form of work experience or workshop providing students with the opportunity to practice their transferable skills, see further 4.4.
- In terms of their preferred delivery method for skills teaching, most students wanted them taught as part and parcel, i.e., as integral to each module (52%). 25% of students opted for skills to be taught as a separate semester long module and the final 22.2% would prefer skills to be delivered as a separate module but in burst mode, see further 4.5.
- There was strong agreement (75%) that the skills modules aided students' understanding of the skills required for a legal career. This was mainly because LPP and C21<sup>st</sup> Law made students aware of the skills they needed and allowed them to put these skills into practice, see further 4.6 and 4.7.
- Students agreed (52.8%) that the modules helped them to understand the skills required for a non-legal career, mentioning communication and presentation skills plus skills of analysis. This is compared to 47.2% of student who felt the modules were not tailored to teaching skills required for careers outside the legal field, see further 4.8 and 4.9.
- If LPP and C21<sup>st</sup> Law were offered as optional modules most students (52.8%) would not choose to study them mainly because they did not find the modules "useful" but also because of perceived difficulties with the modules assessments, see further 4.10 to 4.13.
- By contrast, when asked if the skills modules should be compulsory, 58.2% said yes for LPP and 52.8% said yes for C21<sup>st</sup> Law, see 4.14 and 4.15.
- In relation to gaps in skills teaching students would like addressed, mention was made of practical activities with which to practice their skills and of additional essay writing sessions, see further 4.16.

Overall, the research shows that students of LPP and 21<sup>st</sup> Century law think these modules have helped them to understand what skills are required for legal and non-legal careers, that the modules were good at teaching application of the law and researching the law as well as communication skills but were less successful in teaching presentation, organisation and paraphrasing skills. A variety of vehicles were suggested as the best method of skills delivery but the driver behind them all was the opportunity to practice skills preferably in a 'real' environment or at least using realistic scenarios.

Finally, there is a noteworthy lack of engagement with the teaching of skills despite the understanding of what skills are and why they are important. LPP and C21<sup>st</sup> Law, or their future incarnations need to think further about how to better package and advertise their offering to appeal to and engage students. This is particularly important considering the amount of practical experience WLS and its associates offer its undergraduates.

## 2. Background and Aims

Skills are the foundation of any degree, regardless of the subject matter and to a law degree they are fundamental ([Cohen 2020](#)). Effective skills education can improve student attainment and employability, as well as overall student experience. The focus of this co-creators' project is to assess the skills relevant to for graduate careers generally and in the legal sector directly, and how these skills can be appropriately embedded throughout Westminster Law School's (WLS) LLB (Hons) degree. These considerations are especially pertinent as the law degree is preparing for a revalidation and skills are one of the central considerations to its development.

It was important that this review and development of skills took place in partnership with students for several reasons, but particularly because module evaluation surveys and informal feedback indicate that many students, especially at levels four and five, do not value or enjoy skills training instead preferring to focus on academic development. This is despite the fact that skills, as indicated above, are incredibly important. Thus, when it is better understood from students what skills they think will help them in their studies and their postgraduate careers, provision can be better tailored to reflect their needs. Moreover, as WLS students do not always end up in legal careers, whether that be by choice or necessity, skills training should strive to provide students with not only core 'legal' skills but also transferable skills, though these will often intersect.

At WLS presently, skills are integral to each module, so for instance, students will regularly, present, problem solve, research and write essays. However, two modules, Law: Policy and Practice (LPP) and 21<sup>st</sup> Century Law (C21<sup>st</sup> Law), focus more on skills than the other modules do and are colloquially known as 'the skills modules'. Therefore, this research is in relation to these two modules.

LPP is offered to level four/first year law students during semester one. The aim of this module is to introduce students to the fundamentals of the English legal system alongside fundamental skills. During the module, students develop writing skills, referencing skills and research skill. The module also focuses on wellbeing and career development. These skills seek to provide students with the foundations they will need to progress throughout their law degree and into their graduate careers.

C21<sup>st</sup> Law is offered to level five/second year students and is a yearlong module. In addition to ensuring students have a detailed understanding of the legal profession and relevant codes of conduct, the module concentrates on, research strategies, employability skills, interpersonal and communication skills.

Against this background, this project aims to review skills offering in light of four main questions:

1. What are the core skills that we want our Westminster graduates to have, and therefore, should build into the law degree?

2. Which skills are we currently successful in instilling within our students and/or are characteristic of the Westminster law degree?
3. Are there any skills which are important, but we are not currently instilling within our students successfully?
4. What are the most effective methods of instilling the core skills with our students?

Answers to these questions should help with the development of skills offerings at WLS

### 3. Methods

Students and staff worked together to explore the four questions identified above. The research was carried out with students from WLS across levels four to six, during semester two of the 2021-22 academic year. The research was split into three phases:

#### Phase One: Anonymous Online Survey

The survey (see Appendix) was the baseline of our research and was developed and honed by all co-creators as a team. It comprised 16 questions, based on and stemming from the four main questions. The survey was sent during semester two of academic year 2021-22. It was sent to first, second and final year students via regular announcements using core modules' blackboard sites from each level. This was done to obtain as many different views and perspectives as possible on what students thought our undergraduate provision of skills should look like.

To encourage completion, students who offered detailed and swift responses were put into a draw to win a £10.00 Amazon voucher. Despite the incentives, only 36 students completed the survey, that is roughly 4% of the potential population. The sample size for this survey was approximately 970 students (340 at level four, 340 at level 5 and 290 at level 6). Clearly such a low response rate casts doubt on the reliability of results, the generalisations that can be made from them and brings concerns in relation to non-response bias (a skewing of results as we cannot know how responders' views differ from non-responders, see further [Johnson and Owens 2003](#)).

Nevertheless, together with the focus groups (see phase two below) the research was able to gain some insight into student perception of skills teaching and how to improve it.

The results of the survey were used to inform phase two of the research.

#### Phase Two: Focus Groups

Using the information garnered from the online survey in phase one, three focus groups were held, one for each level of study. The groups consisted of the student co-creators and other student partners with views to share about skills. Separating the groups by level allowed each to reflect on the development of skills teaching, learning and practice over time and from different perspectives. Thus, providing a clearer and more comprehensive picture of students' perspective on the relevance of the core skills and how they change and develop as they progress through their degree.

#### Phase Three: Module Modification & Dissemination of Project Findings

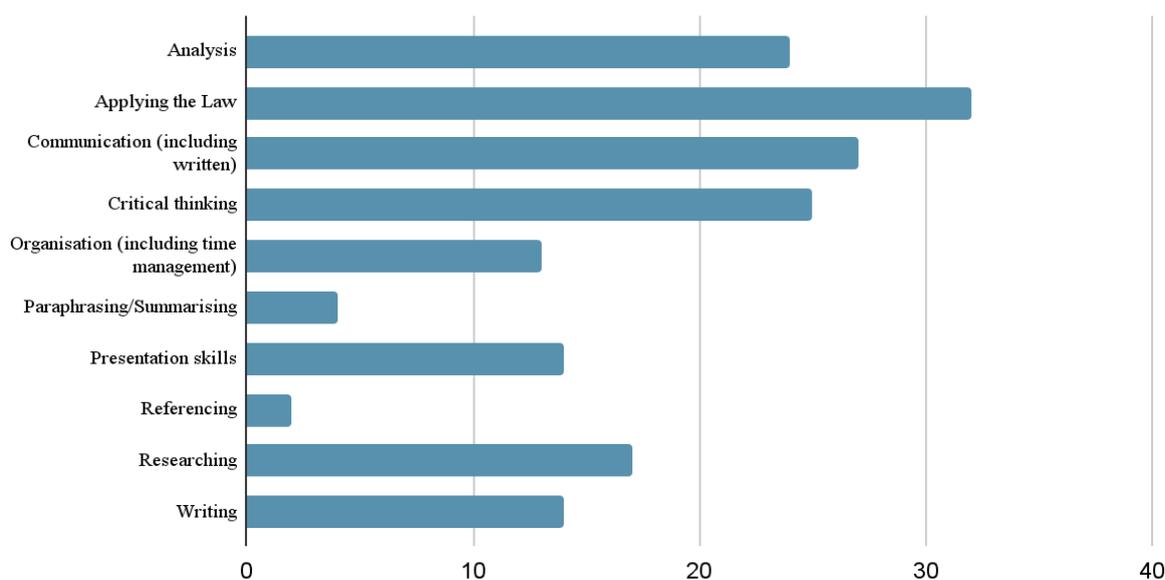
The final phase of the project concerns module modification and dissemination of the research findings (see further part seven below) and is ongoing.

### 4. Results and Discussion

The online survey consisted of 16 questions (see Appendix One) the results of which are explained and analysed as follows bearing in mind the low response rate as explained above (Methodology section).

#### 4.1 Which do you think are the most relevant skills for the legal career that you wish to gain?

Students were asked to select their top five from the list the skills they believe are relevant to their legal career, as is shown in Figure 1. The most relevant skill was identified as *applying the law*, which was expected considering students are studying for a law degree. This was followed by *communication* skills, be these oral or written, *critical thinking* skills and skills of *analysis*; the latter two being almost on a par in terms of relevance. Somewhat surprisingly, given the emphasis put on it during teaching, students found referencing skills the least relevant. This may be reflective of the difficulties students have with academic referencing.



4.2 Which skills do you think that you gained from the skill(s) module(s)? Students were asked to identify the skills they gained throughout

Figure SEQ Figure \\* ARABIC 1

the skills module(s). The most popular options were applying the law and research skills (see Figure 2). These findings, particularly in relation to legal application, correlates with students finding this skill the most relevant.



Figure 2

#### 4.3 What do you think the term transferable skills means?

The Organisation for Economic Co-operation and Development defines transferable skills as:

the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning (Pearson Edexcel Undated).

Dictionary definitions of transferable skills and definitions from established recruitment agencies, explain them as a core set of skills and abilities that can be carried from one job or career and used in another job or career. Bearing these definitions in mind, the survey answers demonstrate that students have good understanding of the term transferable skills, with almost all explaining that these are attributes which are portable from one working environment to another and with the clearer definitions giving examples of transferable skills. Typical of students' strength of understanding are the following comments:

[Transferable skills are] skills that are interdisciplinary and are generally recognised as "essential" for all modes of practice in any industry.

A transferable skill is an ability which may be used in a variety of roles or occupations. Examples include communication, problem-solving and self-control

Statistically, 91% of respondents were able to give a basic definition of the term transferable skills. Of the 91% of the respondents, 21 responses could be viewed as very good with strong definitions of the term transferable skills. What was missing from other students' explanation of the term, were examples of transferable skills. Only four of the 36 respondents offered illustrations with their definitions, including problem solving, communication and leadership. Illustration may have provided more evidence of depth of understanding. Having a strong understanding of what transferable skills are, means that students can recognise and appreciate whether they possess such skills and, as a result, are better able to market themselves across a wider range of jobs or careers that might initially appear to be a poor fit. Likewise, they can recognise and appreciate whether they are being taught and are experiencing these skills at the University, in a way that will equip them well for their post-graduation futures. Finally, with depth of knowledge, students can effectively assess whether they need to work on developing their transferable skills.

#### 4.4 What do you think is the best method to teach transferable skills?

The question received a total of 31 responses of which around 39% of the respondents said the best method to teach transferable skills was through some form of work experience or workshop providing students with the opportunity to practice transferable skills. Respondents' comments on the best methods of teaching transferable skills, included the following:

To have students undertake tutorial tasks in various ways, e.g., presentations, problem questions, practice questions, interviews, moots, etc.

Through work experience and putting students in scenario bases where they can learn and gain those transferable skills.

With engaging extracurricular activities.

The remaining responses were quite vague about the best teaching method(s), with some students instead referring to broad topics such as "direct teaching" and "research modules".

As the survey did not receive many responses, findings must be approached with caution. However, it appears that students above all want opportunities to practice skills. The following suggestion made by one respondent is illuminating. This respondent suggests students should be required to ...

... undertake tutorial tasks in various ways, e.g., presentations, problem questions, practice questions, interviews, moots, etc.

Modules on the law degree do consistently require students to undertake problem solving, practice questions and presentation (though the latter may not always be formal); thus, allowing students to practice these skills on a continual basis. Interviews and mooting are, however, skills offered by option module(s) so are not taught to students who do not choose the option(s). It may be the case that without more or better signposting (Petty 2014), students are not aware they are routinely being taught and are practising transferable skills.

Moreover, WLS already attempts to provide law students with work experience through a number of avenues. For instance, throughout the year the School holds several workshops, like [Circl Leadership Training](#) that allows students to earn qualifications in leadership skills, and events hosted by its [Legal Skills Academy](#). There is also WLS [Legal Advice Clinic](#), which, though [award winning](#), is unable to recruit every single student that applies to be a volunteer. Overall, WLS makes a great effort to provide opportunities for students to enhance their skills. Therefore, as the recurring theme amongst the responses was the need for “work experience and workshops”, it is arguably a question of how to get students better engaged so they can take hold of the opportunities being presented to them.

#### 4.5 What would be your preferred method for skills teaching?

When asked what method would be preferred for skills teaching, over 50% of the respondents were in favour of them being taught as part and parcel of each module (see Figure 3). Presently skills are indeed integral to each module though LPP and C21<sup>st</sup> Law focus more on skills than the other modules do.



Figure 3

#### 4.6 Do you think the skills modules have helped your understanding of what skills are required for a legal career?

##### 4.7 Briefly explain your response.

Three quarters of the respondents answered ‘Yes’ when asked whether the skills modules helped shape their understanding of the skills required for a legal career (see Figure 4 below).

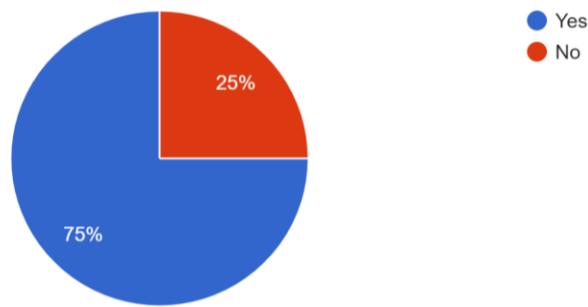


Figure 4

In general, when asked to explain their response, many students stated that the skills module(s) made them aware of what skills they needed and allowed them to put these skills into practice. More specifically, the survey highlights that two-thirds of the respondents, 27 students, found that the skills modules have been useful to identify and understand which skills are required for a legal career. Of these students, only 18 explained their responses whilst four of them only noted some skills they thought relevant for a legal career, without actually connecting them to the skills modules. Among the respondents that provided an explanation for their answer, six also gave examples of the skills they learnt. The significant skills emphasised were research, critical thinking, digital skills, resilience, and oral and written communication. In fact, students have underlined that they have learnt how “to structure and write an essay, how to research, how to use OSCOLA referencing and how to footnote” their work.

Despite this positivity, one-quarter of the respondents (i.e., nine students) believed that the skills module(s) were not helpful in understanding or gaining the skills relevant to and required for, a legal career. Unfortunately, these respondents did not provide any substantive reasons for this belief. Instead, they merely reemphasised the unhelpful nature of these modules.

Overall, the results indicate that the skills modules, LPP and C21<sup>st</sup> Law are mostly helpful for students in assisting them to develop skills applicable in the legal sector. As not all students agree, however, this may illustrate that the modules can be improved in order to make the teaching of the skills even clearer. If these modules were enhanced, they could achieve greater student satisfaction, which in particularly important bearing in mind how vital transferable skills are to the Law School’s curriculum.

#### 4.8 Do you think the skills modules have helped your understanding of what skills are required for a non-legal career?

#### 4.9 Briefly explain your answer

When asked if the skills module(s) helped students understand the skills required for a non-legal career, 52.8% of respondents answered yes and 47.2% said no (see Figure 5). With a 5.6% difference of opinion, responses were fairly even.

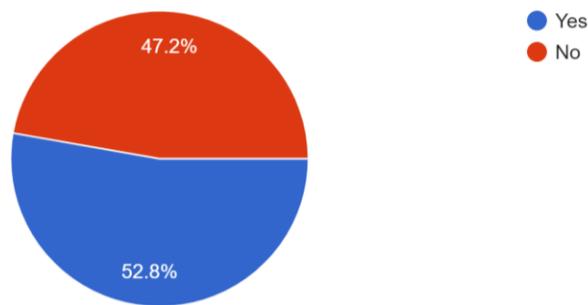


Figure 5

When asked to explain their response, the general consensus among those who answered ‘yes’, was that the skills modules played an integral role in emphasising the importance of transferable skills. They went on to mention communication, presentation and analytical skills as valuable to legal and non-legal careers. For many of these students, a common understanding was that further development of transferable skills was essential for adapting to different non-legal career demands. While these demands are unknown, the students concurred that the skills modules prepare them to understand what is necessary (e.g., transferable skills) to excel in non-legal careers. As one student said:

I think the skills module has prepared me for the outside world. It has allowed me to identify **what transferable skills are required in both the legal profession and the non-legal profession** and this has allowed me to improve on them simultaneously (emphasis added).

Similarly, another student commented:

They have shown me a **variety of necessary skills for most fields** and have **educated me on the overlap** between the skills needed in many fields (emphasis added).

For students who disagreed that the skills modules have helped their understanding of what skills are required for a non-legal career, the common discourse was that the modules were more oriented to a legal careers, so they lacked the necessary skills and resources to explore careers outside of the legal industry. In addition, these respondents felt that the skills modules failed to teach them more than they already knew. This in turn seems to have diminished the relevance of these modules to these students, as exemplified through these responses:

Aspects of non-legal careers were **not explored enough in order for me to have a deeper understanding**. However, I have a basic idea of what skills are required for most jobs (emphasis added).

This is **inherently specialised in law**, if you wanted to teach generally I'd advise turning the LPP into a general career education module and making it optional. **People don't respond well to help they haven't asked for, especially if they think they don't need it**, which might well be the case (emphasis added).

A corollary to the question of usefulness of the skills modules is whether students would choose them as options if they were not, as they are now, mandatory. The answers to this question are considered below.

#### 4.10 If LPP was offered as an optional module, would you choose it?

#### 4.11 Briefly explain your answer.

Echoing the answers to question 4.8 above, 52.8%, would not have opted for LPP if it was an optional module. This compares with 47.2% students who would opt for the module because it helped them to develop and further their skills (see figure 6 below).

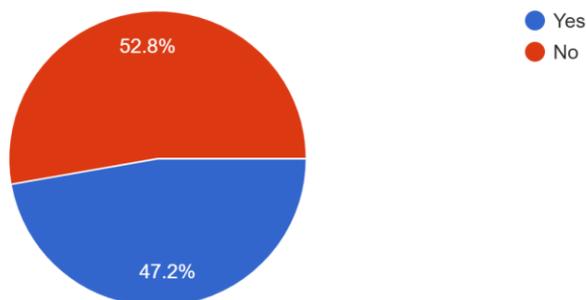


Figure 6

Students who would not make LPP an option choice, did not think it important to learn what the module had to teach; they did not find it useful. This view was heavily influenced by the length of the module (one semester). Students felt it became “boring” as it went along particularly as it involved mainly reading and writing rather than problem solving, which these students appeared to find more interesting. LPPs assessment method were another reason some students would not choose the module. The module is assessed via an essay weighted at 85% and a reflection making up the remaining percentage. However, these students found the most interesting part of the assessment to be the reflection where they considered their transition from school to university, the reasons why they are studying law, the skills they have attained so far and their career development.

The best way to encourage students to opt for this module may be to decrease its duration or to keep the duration but spread the syllabus over two semesters. Arguably lectures should be delivered live and should be interactive. The drawback of having pre-recorded lectures, as LPP currently does, is that lecturers can never be sure that students are really focusing on and engaging with the module properly.

#### 4.12 If 21<sup>st</sup> Century Law was offered as an optional module, would you choose it?

#### 4.13 Briefly explain your answer.

The questionnaire went on to ask the same question in relation to the level five (L5) module C21<sup>st</sup> Law, i.e., if it were an option module would you choose it? Figure 7 shows that only 25% or responding students would choose to study the module. Few of these students explained why but the main reason was that C21<sup>st</sup> Law was important as it has provided them with a wider understanding of today’s legal profession.

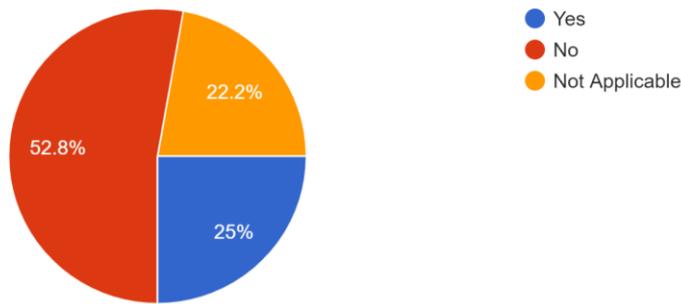


Figure 7

It is clear that most L5 students, 52.8%, given the choice, would not choose to study the module. The respondents that answered 'No', shared similar opinions and concerns about the module, illustrated by the following comments:

The **lack of teaching for this module** was outrageous and the **lack of contact** and teachers getting back to you by email (emphasis added).

"I felt as though the **module was very rushed and not structured very well**. Students were confused 90% of the time and teachers wouldn't respond to emails (emphasis added).

I would rather have some other more important module as a compulsory one i.e., commercial law.

As with LPP another factor against choosing C21<sup>st</sup> Law, was the module's assessment. Here, four of 22 respondents sharing assessment concerns said:

The coursework in itself was **not set or explained properly** (emphasis added).

The assessment seems **way too confusing**. And the **questions are far-fetched** from any of the substantive law (emphasis added).

I don't believe personal experiences should be graded.

[I would] rather have a proper assessment for example, how we as students would apply certain law topics than do a self-reflection.

As previous stated the survey response rate was very small, consequently it is not possible to say whether these views are totally representative of all L5 students.

#### 4.14 Should LPP be a compulsory subject?

#### 4.15 Should 21<sup>st</sup> Century Law be a compulsory subject?

As the results demonstrate, students may not choose to study LPP or C21<sup>st</sup> Law but they may appreciate the need for these subjects and thus their compulsory nature. To ascertain if this was the case, students were asked whether each module *should* be a compulsory. For LPP, 58.3% said 'yes' and 41.7% said 'no' (see figure 8). This does indicate students value the subject even if they would not volunteer to study it.

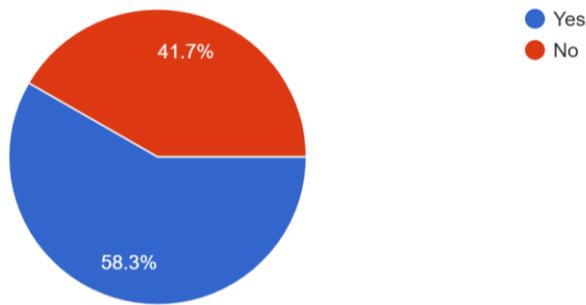


Figure 8: Should LPP be a Compulsory Subject?

In contrast for C21<sup>st</sup> Law, 52.8% of students do not think the module should be compulsory. This reinforces and reflects the previous finding that students would not choose this as an option module.

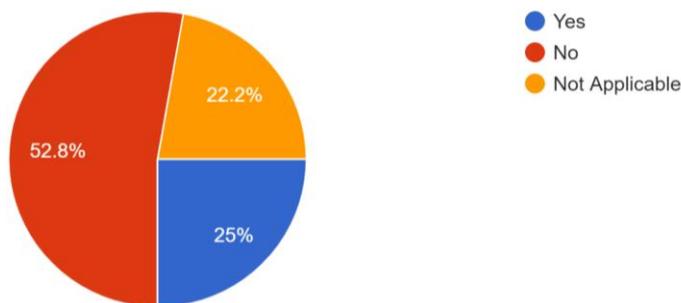


Figure 9: Should C21st Law be a Compulsory Subject

#### 4.16 Are there any gaps in skills teaching, which you would like covered? Please explain your answer.

In terms of gaps in skills teaching students would have appreciated more practical activities to help them gain experience and practice their legal skills. Students also stated they would have found more essay writing sessions quite useful.

## 5. Summary Discussion

Skills both legal, non-legal and transferable, form the mainstay of the two core modules researched for this project, LPP at level four and C21<sup>st</sup> Law at level five, also known as 'the skills modules'. Skills are also integrated into other law modules with different modules focussing on different skills that are pertinent to their subject, e.g., problem solving in contract law, writing skeleton arguments in criminal law and essay writing in equity and trusts.

The research, conducted in the form of a survey and of focus groups, reveals that students across levels have a clear understanding of what transferable skills. Through the 'skills modules', students admitted to having gained essay writing, research, referencing, debating, and critical thinking skills. The majority of the survey respondents agreed that the 'skills modules' are helpful in assisting them to develop both legal and non-legal skills, which underlines that the main objective of the

modules is reached.

Although most of the students who answered the questionnaire and took part in the focus groups, concurred that the modules gave them the opportunity to develop legal skills (e.g., referencing and by extension the importance of providing authoritative evidence to support arguments), transferable skills (e.g., communication and presentation) and employability skills (e.g., interpersonal and teamworking skill), most would not choose the 'skills modules' if they were optional (52.8% see 4.14 and 4.15). As a corollary, most students agreed that LPP at least should be a compulsory module (c.f. 25% agreed C21<sup>st</sup> Law should be compulsory). These findings suggest that students know the modules are worthwhile and can appreciate being 'made' to do them even if unwilling.

In relation to the method of skills delivery, from the survey and the focus groups it appears that students do not favour them being taught via a separate module lasting an academic year (see 4.5). This was the case even though students highlighted the need for skills to be practiced continuously in order to master them. Neither do students favour a few intensive weeks of skills module delivery at the start of the academic year. Skills taught as integral and applicable to each module was the favoured delivery method. Moreover, discussions indicate that students highly value a practical approach to developing skills, proposing more direct and pragmatic teaching of them. It was pointed out that an increase in the tasks given during the skills modules could enhance transferable skills. It was proposed that seminars and practical workshops, set up outside of the modules, could be organised during the course of the year, each focussing on a different skill and that the other core modules could incorporate more practical exercises to further enhance the understanding and development of skills in order to apply them in the individual assessments of the core modules.

Notwithstanding most students seemed satisfied with the skills modules, there was opinion that the teaching of skills relating to legal careers could be improved. More specifically, many felt that advocacy, mooting, debating and presentation skills needed fuller coverage. It is worth noting here that Mooting and Advocacy exists as a level four option module, and of necessity it incorporates debating and presentation skills. Yet this academic year (2021-22) only 24 students opted for the module though 40 places were available. This may be because students are not confident about their mooting and advocacy skills and thus find the module daunting and anxiety inducing even though they favour these skills in theory.

## 6. Conclusion and Recommendations

The research primarily sought to review skills offering at Westminster Law School (WLS) in light of four main questions. Having now reached its conclusion the research offers these answers:

1. The core skills WLS graduates should have and thus should be built into law the degree are primarily the ability to analyse and apply the law, communication skills and critical thinking skills.
2. The modules appear successful in instilling analytical skills, research skills and to a lesser extent communication skills.
3. However, the modules appear less successful in instilling presentation, organisation and surprisingly writing skills.
4. The most effective method for instilling skills is by practice and practical experience whatever form this may take.

More broadly and as evidenced by the results, it can be said that the delivery of skills modules at Westminster Law

School has positively impacted the personal development of students across the school. There is consensus that LPP and C21<sup>st</sup> Law have allowed students to develop key skills they consider most relevant to the legal profession. Furthermore, while the skills modules are primarily law-orientated, one of the most appreciated qualities is that they provide a concrete understanding of transferable skills—giving students the opportunity to venture into career pathways other than law.

Despite these successes, the crux of dissatisfaction with the modules is two interrelated factors: their lack of appeal to students and their lack of practical experience. For the former, there is evidence to suggest students feel that LPP and C21<sup>st</sup> Law lack purpose, relative to other substantive modules. This may mean that both modules require reconsideration of their substantive content—with the aim of greater student engagement, that is desire to learn the module content and motivation to further develop employability skills.

For the latter, the lack of practical experience offered by the ‘skills modules’ is equally pernicious to its purpose. Students want to experience elements of legal practice which they rarely do at university. Having the opportunity to do so will facilitate underrepresented students who generally do not engage well with ‘black letter’ learning and provide a better opportunity for students to make key decisions as to their future career choices. Thus, the recommendation here suggests greater practical engagement for students to truly appreciate the importance of the skills modules at all levels.

#### **Recommendations:**

- Reconsideration of the LPP and C21<sup>st</sup> Law modules’ substantive content to make it more appealing to students, further enhancing its purposefulness.
- Reconsideration of the LPP and C21<sup>st</sup> Law modules to reflect legal practice and provide the opportunity for students to engage practically with the improved module content.

## **7. Dissemination**

Though legal skills are currently embedded across our modules, there are modules which focus more on skills than others. At level four this is LPP and at level five this is C21<sup>st</sup> Law. As module leader for LPP and co-module leader for C21<sup>st</sup> Law, Seema Kandelia, will use the result of the project to inform the modules’ modification.

We also plan to disseminate the project findings among our colleagues at one of the Law School’s weekly Research Cafés and via a briefing paper. It is anticipated that students involved in the focus groups will participate in the design and writing of the briefing paper. In this way other staff members may benefit from the knowledge of student perspectives when applying to modify their modules.

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# APPENDIX

## Back to the Future ... of Skills

Calling all students!

We'd love to hear your views on how skills are taught during your law degree. Please could you spare a few minutes to complete this short questionnaire. As a thank you, we will be choosing 10 students who provide the most detailed feedback, for a £10 Amazon voucher. The survey is anonymous, but if you would like to win a voucher, please include your student number at the end of the questionnaire. It would be great if you could fill this out by midnight on 27th April.

Thank you!

The Student Co-creators, Seema & Avis

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\* Required

"The Future Belongs to Those Who Learn More Skills and Combine them in Creative Ways"



Q1: Which do you think are the most relevant skills for the legal career that you wish to gain? Select your top five skills. \*

*Check all that apply.*

- Analysis
- Applying the Law
- Communication (including written, oral and aural)
- Critical Thinking
- Organisation (including time management and multitasking)
- Paraphrasing/Summarising
- Presentation skills
- Referencing
- Researching
- Writing

Q2: Which skills do you think you gained from the skill(s) module(s)? \*

*Mark only one oval.*

- Analysis
- Applying the Law
- Communication (including written, oral and aural)
- Critical Thinking
- Organisation (including time management and multitasking)
- Paraphrasing/Summarising
- Presentation Skills
- Referencing
- Researching
- Writing

Q3: What do you think the term transferable skills means?

Q4: What do you think is the best method to teach transferable skills?

Q5: What would be your preferred method for skills teaching? Choose one: \*

*Mark only one oval.*

Skills taught as part and parcel (integral) of each module

Skills taught as a separate, semester long module

Skills taught as a separate module in burst mode (i.e., a set number of weeks at the start of each academic year before teaching of the core modules)

Q6: Do you think the skills modules have helped your understanding of what skills are required for a legal career? \*

*Mark only one oval.*

Yes

No

Q7. Briefly explain your response.

Q8: Do you think the skills modules have helped your understanding of what skills \*  
are required for a non-legal career?

*Mark only one oval.*

Yes

No

Q9: Briefly explain your response.

Q10: If LPP was offered as an optional module, would you choose it? \*

*Mark only one oval.*

Yes

No

Q11: Briefly explain your answer.

Q12: If 21st Century Law were offered as an optional module, would you choose it? \*

*Mark only one oval.*

Yes

No

Not Applicable

Q13: Briefly explain your response.

Q14: Should LPP be a compulsory subject? \*

*Mark only one oval.*

Yes

No

Q15: Should 21st Century Law be a compulsory subject? \*

*Mark only one oval.*

Yes

No

Not Applicable

Q16: Are there any gaps in skills teaching, which you would like covered? Please explain your answer.

If you would like to enter the draw for a £10 Amazon voucher, please give us your student number:

**Thank you for completing the survey!**

Don't forget to click the submit button otherwise your responses will not be recorded, and you won't be entered into the voucher draw.

