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Should the provision of Clinical Legal Education be curricular as opposed to extra-curricular – from both a clinic sustainability and student’s perspective

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There is no one definition of Clinical Legal Education but one often cited is that of Grimes who defines Clinical Legal Education as:

“a learning environment where students identify, research and apply knowledge in a setting which replicates, at least in part, the world where it is practiced... It almost inevitably means that the student takes on some aspect of a case and conducts this as it would... be conducted in the real world”

Clinical Legal Education [CLE] enables students to engage with real-world learning. CLE is embedded both curricular and extra-curricular in universities both nationally and internationally. This paper will consider whether the provision of CLE should be curricular as opposed to extracurricular from both a clinic sustainability and student’s perspective. The paper considers the CLE model at the University of Derby’s Law School and the impact of it from a student perspective. The author of the paper has carried out research with student participants and within the paper explores the outcomes of the student perspective, also giving consideration to the positive impact of CLE on employability.

Biography:

Kaye Howells is a Senior Lecturer in Law and the Director of the University of Derby’s Student Legal Advice Centre. Kaye joined the University in September 2018. Prior to this, Kaye was a solicitor in practice for 14 years. Since joining the University, Kaye has developed a law clinic and has embedded Clinical Legal Education [CLE] into the curriculum. Kaye designed the Clinical Legal Skills module and has experience of lecturing in family law and child protection. Kaye’s research interests are in CLE and Access to Justice. Kaye has a passion for CLE, access to justice and for inspiring students.