The following segments have been copied directly from the UKCLE website as examples of ways in which students might be more engaged with statutory interpretation. Links have been provided for further information.
1. PBL – and example of use in Corporate Law by Susan Bailey

“Unlike conventional teaching, PBL starts with a problem, requiring student to research, select, analyse and apply information and theories in order to solve it. It encourages students to take responsibility for their own learning by providing a problem that needs solving.

PBL begins with a problem, often based on real facts or simulation of a real situation, and requires students to work alone and in groups to find solutions. The information, resources and skills developed come directly from the requirements and specifications of the problem. The advantage is that real problems do not have simple solutions, and require comparison and analysis of resources, strategies and costs. As such the learner develops skills of retrieval, selection and discrimination and applies these in an holistic way. The advantage of the PBL approach over traditional models of instruction, where the tutor downloads information and students attempt to apply the information to an academic task or essay questions, is that students are elevated to the position of analyst and problem-solver and have a specific remit and deadlines to meet.”

“The following can be said to characterise PBL:

- using stimulus material to help students discuss an important problem, question or issue
- presenting the problem as a simulation of professional practice or real life situation
- appropriately guiding students critical thinking and providing limited resources to help them learn from defining and attempting too resolve the given problem
- having students work co-operatively as a group, exploring information in and out of class, with access to a tutor (not necessarily a subject specialist) who knows the problem well and can facilitate the groups learning process
- getting students to identify their own learning needs and appropriate use of available resources
- reapplying this new knowledge to the original problem and evaluating their processes”

Susan’s example:
http://www.ukcle.ac.uk/resources/teaching-and-learning-practices/solent/
Teaching approach

“Within certain constraints laid down by the course team the students form themselves into companies and boards of directors. They suffer and deal with various difficulties and novel situations during the life of the company and finally make the decision on how to close the company at the end of the year. Minutes of meetings are recorded and approved at subsequent meetings and action points are checked and updated. We encourage the chair and the minuting secretary to rotate.

The difficulties and situations the board has to face range from members of the board ‘going off on various frolics of their own’ involving breaches of confidentiality, making secret profits and committing the company to contracts, to a shareholder making difficulties or simply asking for clarification of certain matters. All the companies suffer a serious loss of capital at some stage during the year.

The time at which the directors decide to call their first annual general meeting is within their discretion, as is the percentage shareholding they decide to give to the member of the unit team who decides to invest in their company. Students are responsible for all these aspects, as they would be if they were involved a company in the real world.”

Assessment

“The unit is assessed in three ways:

1. Coursework, consisting of an individual reflective journal (50% of the weighting).
2. An oral examination lasting no more than 20 minutes, designed to check levels of subject understanding (40% of the weighting).
3. Individual contribution to board meetings – this area is causing us the most difficulty in terms of assessment criteria (10% of the weighting).”

Teaching in large classes:

“I break the students into small groups for quick discussion sessions on various aspects, with more than one group considering a topic so that they can assist one another. Feedback is recorded on a whiteboard, and concessions are made so that the development of understanding of the topic should become apparent.”

Recommended link –

“The traditional and well-known "Case approach", popular with business schools, may or may not be problem-based learning. Often the case is used to integrate previously-learned knowledge and hence would not be, according to this definition, problem-based learning.”

http://chemeng.mcmaster.ca/pbl/PBL.HTM
Skills involved:

“Along with problem solving, communication, team work etc – students learn problem solving strategy which involves the following steps:

- An overview of the problem
- The three stages of the problem – learning, solving
- Thinking skills and issues
- And then reflecting”

Introduction to the technique

http://www.ukcle.ac.uk/resources/teaching-and-learning-practices/uea2/

2. Using a statutory interpretation task in conjunction with a portfolio assessment

See for example modules developed at University of Westminster

http://www.ukcle.ac.uk/resources/personal-development-planning/portfolios/modules/

“LLB level 1 (year 1) first semester module. The schedule of tasks looks like this:

<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>library familiarisation</td>
</tr>
</tbody>
</table>
| 2    | - e-mail communication  
      | - library catalogue search |
| 3    | Iolis overview |
| 4    | Current Legal Information search |
| 5    | referencing exercise |
| 6    | Current Legal Information case search |
| 7    | [none] |
| 8    | write a case note |
| 9    | Current Legal Information legislation search |
| 10   | statutory interpretation task |
| 11   | research reflection |
| 12   | group presentation |
| 13   | [none – revision week] |
| 14   | [none – revision week] |
Students who fail at the first attempt are given a further opportunity to achieve competence in these tasks during the semester.”

**LSP1 Portfolio task reflection sheet**

“Students will be asked to complete a portfolio task reflection sheet after you have completed each of the portfolio tasks set in LSP1. In no more than 500 words in total, answer the following questions:

1. What did you find easiest about this portfolio task and why?
2. What did you find most difficult about this portfolio task and why?
3. What skills have you learned and how do you feel that your performance has improved in this module and why?
4. What do you need to do to improve your performance in this task and how do you hope to do that?
5. How do you think the skills you have used during this task will assist you in your degree?”

3. **Scripted role plays - eg Law in action: learning through scripted role plays**


“Four sets of materials:

- **the role plays** – eight scenarios, available as tutor and student scripts, and also as traditional play scripts
- **the tutor version** – an introduction for tutors on using role play, plus an explanation of the educational benefits, a guide to preparing to role play and links to the tutor scripts
- **the student version** – an introduction for students on using role play, plus links to the student scripts
- **about the court** – background information and a glossary of terms”

4. **Set specific questions aimed at content in statute - example per Family Law**

“This requires the students to read a statute with a great deal of care in order to answer a series of questions on the Act in question. Requiring students to undertake such an exercise could lead to it forming part of the final assessment of the students if so desired. Alternatively, it could be marked and handed back to the students and then form the basis of a seminar.”
Example statements:

Where parents are unmarried, the father automatically has parental responsibility for their child.

True  False  Statutory provision
Section 2(2)(b)

A local authority must provide services designed to give disabled children the opportunity to lead lives which are as normal as possible.*

True  False  Statutory provision
Schedule 2, para 6(b)

Questions

1. In an unopposed application for a section 8 order the court must have regard to the wishes and feelings of the child, where this is practicable.

True*  False*  Statutory provision*

(*This is obviously normally placed under each question.)

(This question has regularly been incorrectly answered and has proved to be a good test of the students’ careful reading of the Act. Many students simply read section 1(3)(a) without paying careful attention to the wording of section 1(4) and therefore answer ‘true’ and insert s.1(3)(a).)

2. When Colin married Deirdre she already had a child, Edward, by her previous husband whom Colin treated as if he were his own son. Six years later Colin and Deirdre have parted, and Deirdre intends to remove Edward from the country. Colin is entitled to apply in relation to Edward for a prohibited steps order to prevent his removal.

(This tests the students’ abilities in finding their way around section 10, which many find difficult. Indeed, the students can find questions surrounding sections 9 and 10 very testing, particularly those concerning foster parents. In relation to this specific question, quite a number of students have answered true and then wrongly cited either section 10(5)(a) or (b), failing to note the qualifying words in the opening to section 10(5). Also, rather mysteriously, a fair number have written true and cited section 10(2)(b). The reason for this answer is not immediately apparent.)

3. Sally is aged 11. Her parents are unmarried and her father does not have parental responsibility. Sally is being accommodated by a local authority at her father’s request. Yesterday Theresa, Sally’s mother, who is a prostitute and who lives with her pimp in a brothel, demanded to remove Sally from accommodation. Theresa is entitled to remove Sally.

(This is a question that the great majority of students are able to answer correctly. However, its merit lies in provoking debate about the provisions of section 20. Students are surprised, and often disturbed, when they discover the simple answer is true, and they certainly wish to explore what strategies or other options the local authority might wish to pursue. Questions on section 20 lend themselves particularly well to stimulating discussion, as it is relatively easy to think up an ‘unmeritorious’ situation.)