Tomorrow's Legal Teams

Roles, Education, and Training

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The big picture…

- The impacts of AI and digitalisation on law are still at a very early stage

- What is happening now may be a poor guide to what will happen subsequently as the technology and its usage evolves – cf the arrival of PCs in the 1980s.

- This makes ‘future proofing’ legal education a hard task!

Lots of factors are at play

These include:

1. New business opportunities and markets for legal services
2. Emergence of new roles around technology
3. Re-bundling of existing tasks and jobs to support efficiency
4. New business and ownership models that may bring with them new job structures and models of employment contract and management.
5. All these may re-shape the structure of traditional law firms and legal careers over time

Change will be multi-speed

The **pace and scale of digitalisation** will vary probably across:

- Sector and sub-sector (e.g. commercial v. criminal law)
- Firms within sector
- Occupation and jobs within it (partners (management), lawyers, paralegals, admin, court admin, magistrates, judges, etc.)

Potential responses from legal education

- Do nothing and wait and see
- Re-design Bachelors and Masters programmes (new entrants cover about 2% of the workforce)
- Start to introduce AI and the law into CPD offerings

Where to focus AI in legal education

The Shadbolt Dilemma:

- Courses focused on specific software packages and technologies
- Courses aiming to produce general awareness of the technology and its potential uses and to create an understanding of the issues it raises

Do we aim for lawyers who can code, or do we bring lawyers and computer science people together to developed a shared understanding and language?

And…

How best can we design an intervention in the curriculum that helps develop the generic skills employers say they want:

- Teamworking
- Communication
- Cooperation
- Business awareness and entrepreneurship

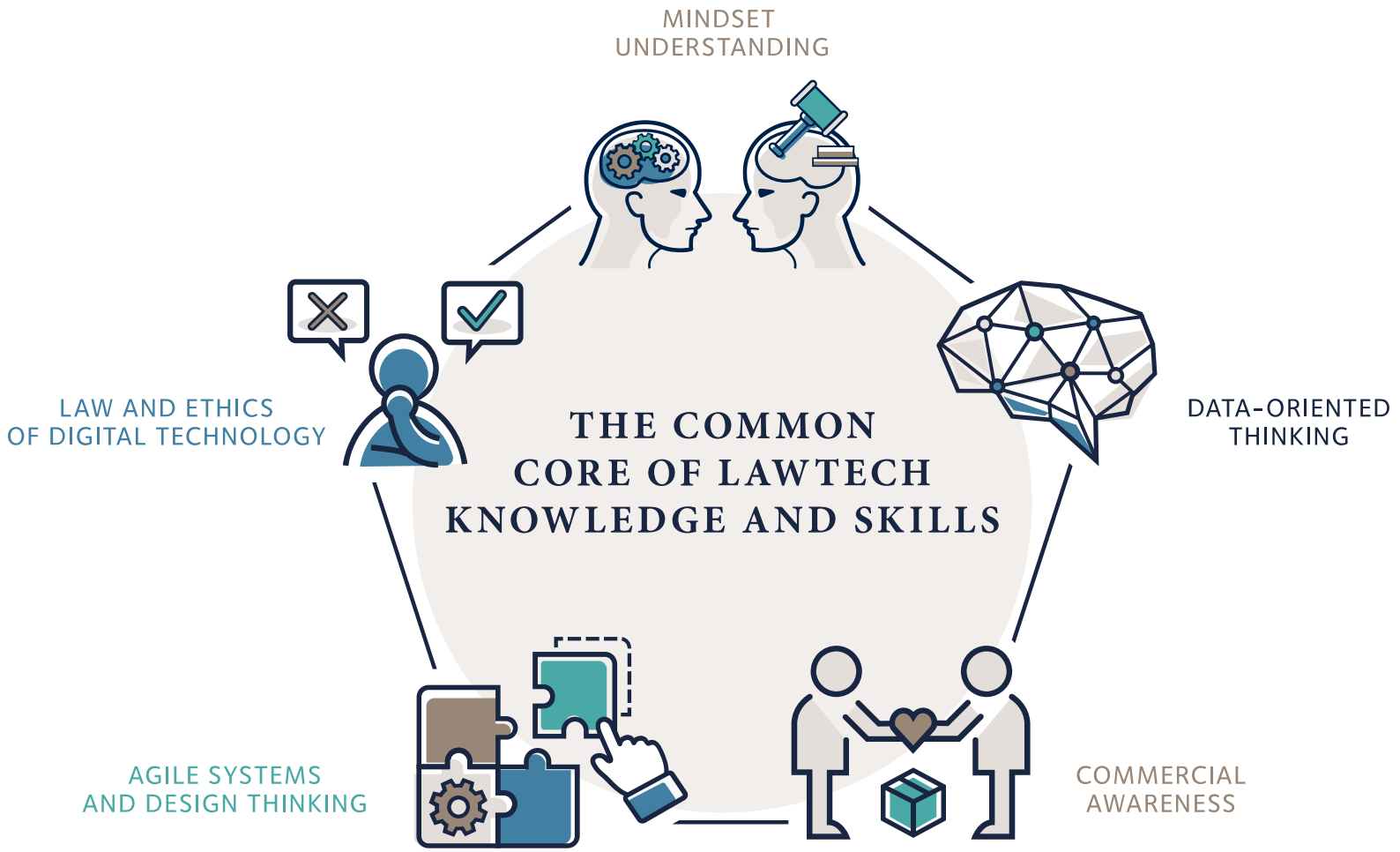
Our Research and Aims

Context

Aims / motivation

Methods

Our Results



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What might this mean for law schools?

NB also

- T-shaped employees (Smathers, 2014)
- Delta-shaped lawyers (Runyon and Carrel 2019)
- O-Shaped Lawyer Group (2020)

What might this mean for law schools?

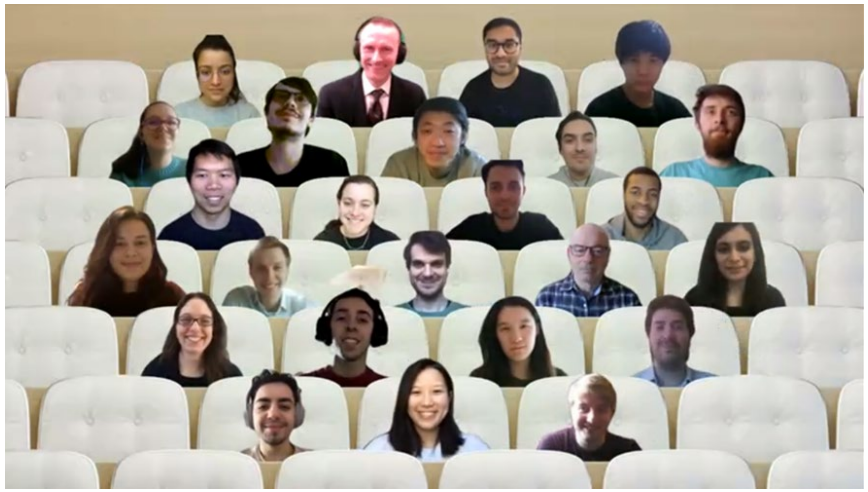
- Clear that however useful the other alphabet skills may be, they are no substitute for the stem of core legal knowledge (Spencer and Smith (2020); Susskind(2013), interviewee: 'we'll continue to look for really strong academics').

- Other desirable skills are also part of a University education, e.g. 'strong technical capabilities and intellectual agility', 'ability to analyse documents and think 20 steps ahead', 'take a giant pile of documents and analyse it thoroughly', 'resilience' and 'comfort with unfamiliar areas'. (O-Shaped Lawyer and interviews). So maybe all that is needed in some instances is more conscious labelling?

But three things law schools might usefully consider:

- Lattice career structures, and reduction in focus of employers as source of CPD = ideal opportunity for universities to step into this gap. Hence the Oxford LawTech Education Programme (OLTEP).
- Universities are able to draw not just on market demand, but also a strong, objective and independent peer-reviewed research base. So ideally placed to have an input into education but also guidance of the field itself.
- Lots of potential for interdisciplinary 'law &' courses, especially Law & Computer Science. Inherently multidisciplinary nature of universities makes them ideal for this.

Law and Computer Science:
A multi-disciplinary course



Our second cohort

Our first cohort

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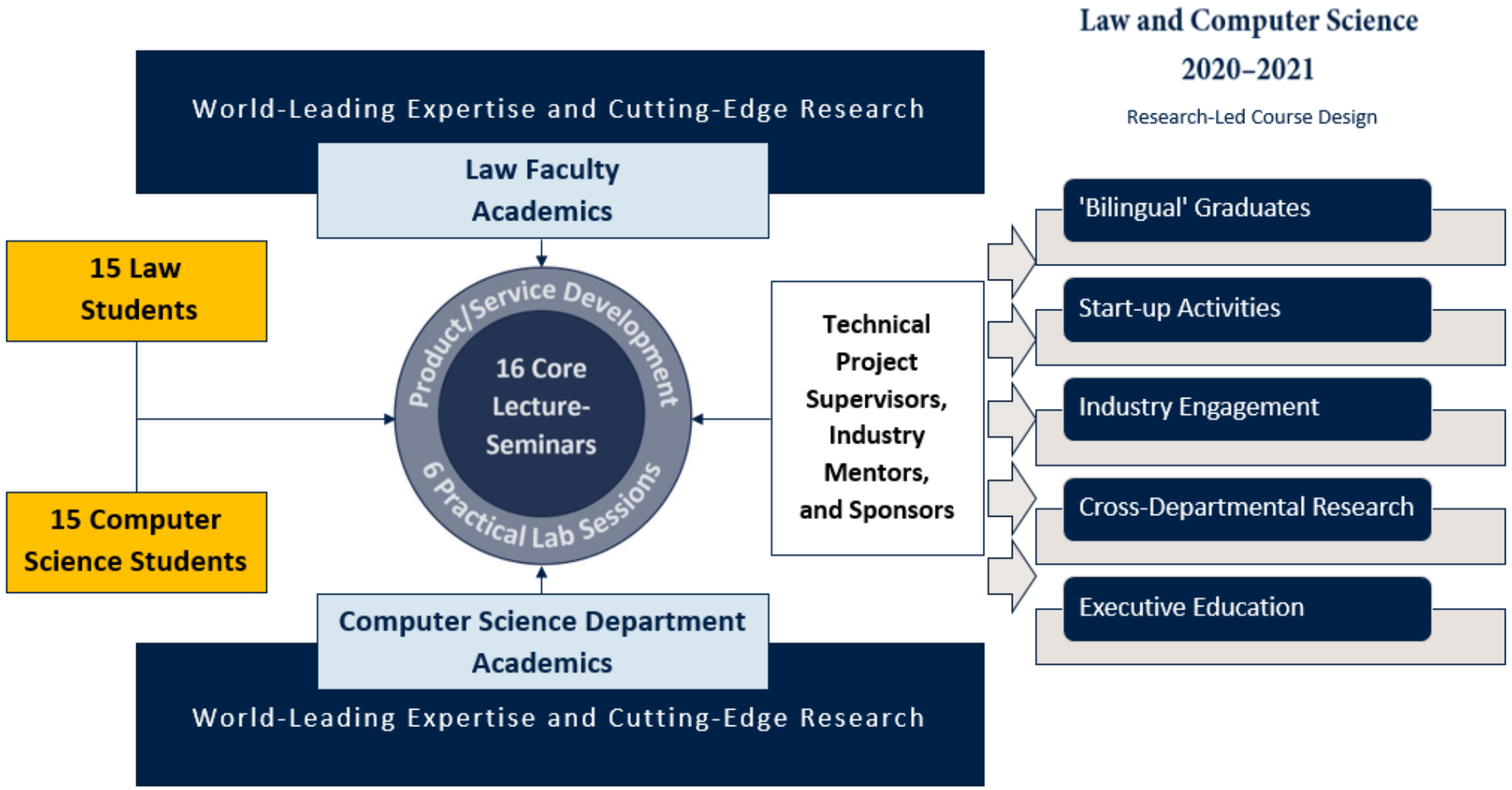
Law and Computer Science:
A multi-disciplinary course



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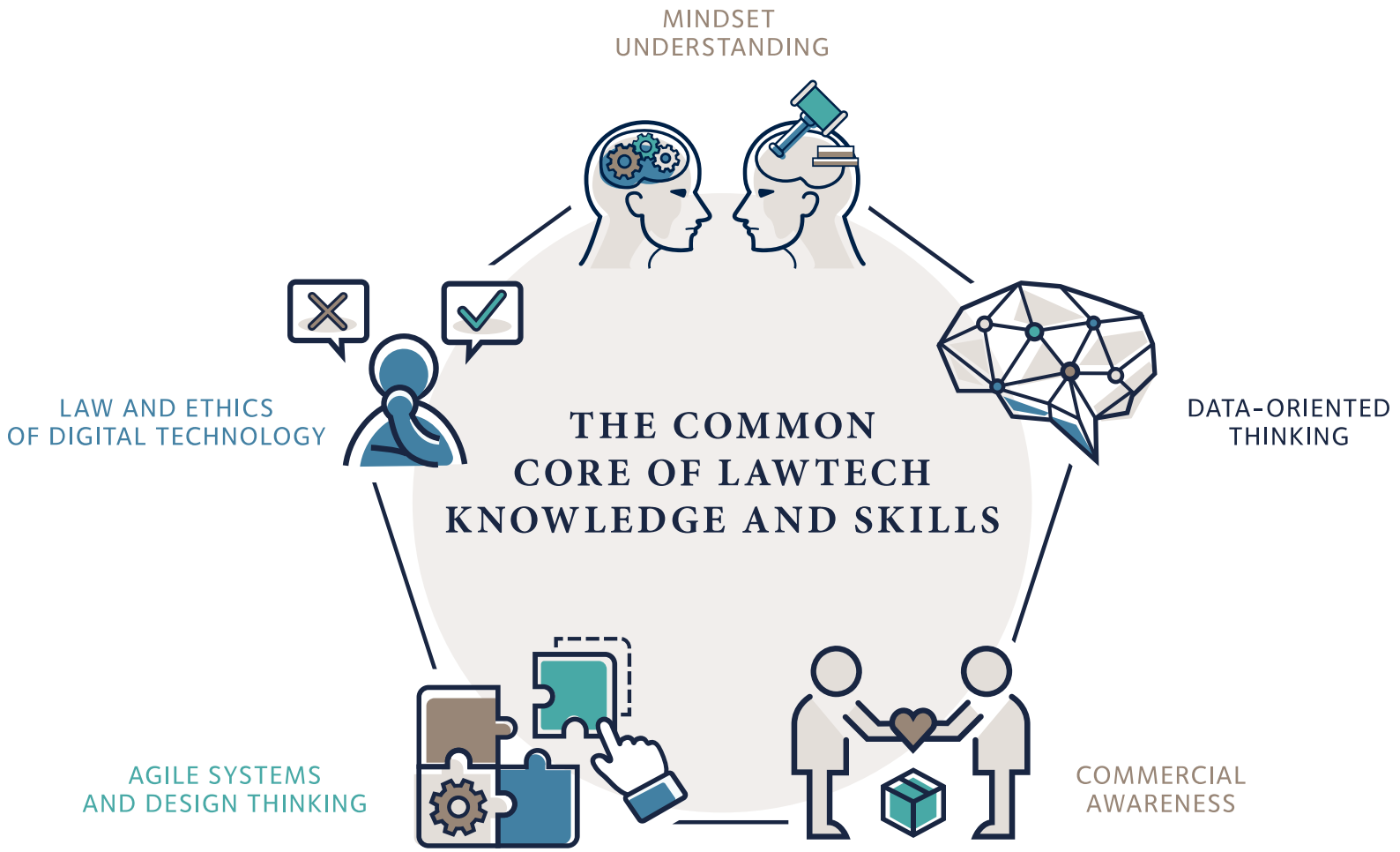
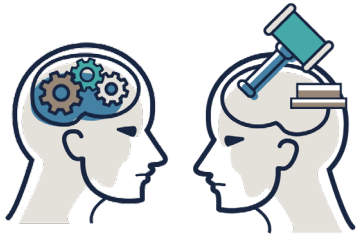
The five skills



Law and Computer Science:
A multi-disciplinary course

1. Mindset understanding



- Teaching the two disciplines together helped to bridge the gap.
- Both in practical and in theoretical sessions.

	Autumn Term		Spring Term
Theory	Interdisciplinarity	Automation of Law (tech for law)	Law and technology (law for tech)
Practical	3 law, 3 CS students per team		

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Law and Computer Science:
A multi-disciplinary course

2. Data-oriented thinking

- Law of privacy; how data is gathered.
- How important it is that data is reflective, not discriminatory etc.
- From 20-21 onwards practical projects include the option to use NLP with a series of datasets.

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Law and Computer Science:
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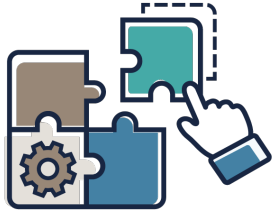
3. Agile system and design thinking



- How might law and practice be automated?
- What problems are we trying to solve and which discipline can help?
- Specific design-thinking workshop.

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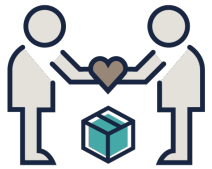
4. Commercial awareness



- Presentation of practical projects as a ‘pitch’.
- Panel of mentors from legal tech industry
- Also considered as part of the automation of law stream

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Law and Computer Science:
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5. Law and ethics of digital technology

- How will different areas of substantive law need to adjust to technology?
- E.g. algorithmic collusion in competition law, digital evidence in criminal law, algorithmic discrimination in employment law, algorithmic decision-making and judicial review, digital assets and cryptocurrencies in property law, IP etc, tort liability for autonomous systems…

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Training and the industry

A significant learning need (see also the National AI Strategy)

But practical constraints (time, money, opportunities)

Our answer: OLTEP, the Oxford LawTech Education Programme

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https://oltep.ox.ac.uk/

Training and the industry

700 participants in the pilot programme

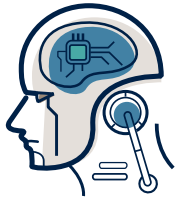
Run with Slaughter & May and the Government Legal Department participants

Fully online

Two core modules:

- Digital Literacy:
  Law and Computer Science

- The GLD AI University



Oxford LawTech Education Programme

Next steps

- The aim: Deliver intensive short-term comprehensive training that would serve as a world-class point of reference for legal professionals
- Follow-on funding (UKRI Impact Acceleration Account, Business Engagement Seed Fund, Departmental investment)
- OLTEP production team
- Scalable architecture and new interactive delivery platform
- Over 15 learning units / 3 tiers
- Continuous focus on industry needs and constraints (GLD, S&M, Office for AI)

Get in touch and learn more

Are you interested in
the **Oxford LawTech Education Programme** (OLTEP)?

Write to info@oltep.ox.ac.uk or visit https://oltep.ox.ac.uk/.

More details about our research can be found in:

- '**Education for the Provision of Technologically Enhanced Legal Services**' (2021) by Janeček, Williams and Keep
- '**LawTech Education: A View from Oxford**' (2021) by Williams and Janeček
- '**What Is the Role of Law Schools in the 21st Century?**' (2021) by Williams, Janeček and Keep

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