

Centre for Legal Education Conference 2020 IMPACT AND WELLBEING

Nottingham Law School, Nottingham Trent University
Via Microsoft Teams

Welcome to the CLE virtual conference. We have an exciting variety of papers and are very grateful to all the friends and colleagues who have stuck with us and who will make this virtual event a great success. The programme follows after the abbreviated "joining instructions"

Conference time zone

Times are given as current British Summer Time (GMT+1).

CPD/CLE

If you, your institution or your professional CPD system will require a letter confirming your attendance, please can you let us know with details of the address that should be shown on the letter to CLEConference2020@ntu.ac.uk by **Friday 19th June**. This way we can have letters available as soon as possible after the event.

Delegate list

We propose to issue, by the end of the conference, a list of participants including the following information. The delegate pack will include the following information unless you tell us, **by Monday 28th June**, that you do not wish to have it – or any part of it – included. Its format will be with names in the order title/personal name/family name:

Name		Affiliation		Contact details
Prof	Jane Ching	Professor of Professional Legal Education, Nottingham Law School	UK	jane.ching@ntu.ac.uk

If you don't use a title or have a title that you think we might not know; think we might confuse your personal name with your family name, or do not wish us to include any of this information about you please let us know on CLEConference2020@ntu.ac.uk by **Monday 28th June**.

Inviting further participants

There are risks in making a virtual event open to all comers. Given this and the time constraints, we have confined our initial invitation list to speakers, those who have already expressed an interest in participating and NTU staff and research students.

However, if participants would like to invite other individuals known to them, please ask them to send their email contact details to CLEConference2020@ntu.ac.uk by **Friday 19th June**. We are not, unfortunately, going to be able to cope with inviting groups or distribution lists.

Microsoft Teams

All NTU staff and students have access to MS Teams through their NTU account. If you do not have access to Teams through your institution, you can still join through the web version (via Google Chrome or Microsoft Edge) using the link within the Outlook invitation for each session that will be sent to you by the organisers. Some people have experienced better results by downloading the Microsoft Teams app. We will also create a Microsoft Teams "team" for conference participants to enable you to

participate in chats. Please make sure you access the conference through the email address that we have invited and not through any other Teams access you might have, as this may limit your options.

Organising committee

NLS academic staff on the organising committee are:

- Jane Ching
- Graham Ferris
- Jane Jarman
- Dawn Sedman
- Helen Taylor
- Elyse Wakelin

Personal information

Your agreement to participate in the virtual conference will be assumed when you accept the relevant invitation to each event. This may also mean that the email address we have for you is visible to other participants.

Post conference publication

It is our intention to post slides where we have speakers' consent to do so on the centre website at <http://www.nlscl.org.uk/conference/>. You can find links to our previous two conferences on that page.

We would like to engage with speakers about the possibility of collecting sufficient articles derived from the conference to justify a special edition of the Nottingham Law Journal. This is a peer-reviewed journal so we cannot guarantee acceptance, although members of the Centre will be happy to help mentor speakers who perhaps have not previously written for an academic journal.

You can find details of the journal and its submission requirements at: <https://www4.ntu.ac.uk/nls/research/nlj/index.html>.

Recording of sessions

Your agreement to participate in the recording of the virtual conference will be assumed when you accept the relevant invitation to each event.

Session chairs

Each formal session will have a chair selected from NLS academic staff. Chairing involves:

- Briefly introducing the speakers
- Managing time (especially if there are two speakers in the same slot)
- Managing questions through the Chat function
- Thanking speakers at the end of the session

Using Powerpoint

If speakers wish to use Powerpoint slides, this can be done in a variety of ways and some guidance is available here: <https://www.youtube.com/watch?v=IgN9YX-nmy0>

Please also send a copy of your Powerpoint slides to jane.ching@ntu.ac.uk by **17th June** so that we have them in advance of the conference and so that they can in due course be uploaded to the CLE website.

Programme

Monday 22nd June 2020	1400-1430	Session 1 Chair Jane Ching Opening remarks, Associate Professor Graham Ferris, NLS, NTU, UK
Monday 22nd June 2020	1430-1530	Session 2 Chair Jane Ching Keynote: Dr Liz Curran, ANU, Australia, <i>Measuring Impact through Research into Access to Justice Service Delivery and Legal Education Initiatives.</i>
Tuesday 23rd June 2020	1100-1200	Session 3 Chair, Pamela Henderson Panel: <ul style="list-style-type: none"> • Judge Taher Aboueleid, Egypt: <i>The impact of legal education on the legal profession in Egypt</i> • Hossam Hassan, Mansoura Law School, Egypt: <i>The role of Legal Clinics in legal education's development in Egypt: The Model from Mansoura Law School</i> Peter Benbow and Richard Machin, School of Social Sciences, NTU, UK: <i>Promoting wellbeing through social work legal education</i>
Tuesday 23rd June 2020	1430-1530	Session 4 Chair Dawn Sedman Liz Hardie and Carol Edwards, OU, UK: <i>The Challenges and Rewards of Setting up a Mentoring Programme in the Virtual Environment</i> Emma Jones, University of Sheffield, UK: <i>Commonalities and commodities: Reflections on developing a wellbeing resource for legal professionals.</i>
Wednesday 24th June 2020	1100-1200	Session 5 Chair Elyse Wakelin A discussion and networking session for informal contact and sharing of ideas.
Wednesday 24th June 2020	1430-1530	Session 6 Chair Nigel Hudson

		<p>Geo Quinot, Stellenbosch University: <i>Legal education in community – collaborative legal education, an ethic and pedagogy of care and Ubuntu</i></p> <p>Jane Ching, NLS, NTU, UK: <i>Do you know what you want? Do you know what you will get? Aligning the agenda, the investigatory model and the impact in legal education reviews</i></p>
Thursday 25th June 2020	1100-1200	<p>Session 7</p> <p>Chair Graham Ferris</p> <p>M. S. Sharmila, VIT University, India: <i>Towards an Integrated Legal Education: A Conscious way of strengthening the Wellbeing of Law students and Lawyers in India</i></p> <p>Gabor Andrasi, Higher Colleges of Technology, UAE: <i>Expected but not taught? Teaching management at law schools in Hungary and the U.S.</i></p>
Thursday 25th June 2020	1430-1530	<p>Session 8</p> <p>Chair Elyse Wakelin</p> <p>Helena Stoop, University of Cape Town; <i>The use of Blended Learning to Support Student Wellness: Experiences Teaching Company Law at the University of Cape Town</i></p> <p>Graham Ferris, NLS, NTU, UK: <i>Does legal education build or degrade resilience?</i></p>
Friday 26th June 2020	1100-1300	<p>Session 9</p> <p>Chair Jane Ching</p> <p>Claudia Carr/Neal Geach, Hertfordshire Law School, UK: <i>The Wellbeing of University law students and staff</i></p> <p>Rachael O'Connor, University of Leeds, UK: <i>Professional identity and its impact on University and workplace wellbeing</i></p> <p>Closing comments, discussion and closing actions from the conference as a whole (this may take us past 1300 if the discussion is vigorous!)</p>

Abstracts

Judge Taher Abouleid

The impact of legal education on the legal profession in Egypt

Legal education is an essential element in producing legal professionals including the education of individuals in the principles, practices, and theory of law including to provide the knowledge and skills necessary for admission to legal practice.

The history of legal education is one of transformation. From the old schools to the modern university, from informal teaching to formalized one.

Early Western legal education emerged in Republican Rome. Initially those desiring to be advocates would train in schools of rhetoric. Canon and ecclesiastical law were studied in universities in medieval Europe.

The first European university that of Bologna, was founded as a school of law by four famous legal scholars in the 12th century who were students of the Glossator School in that city.

Legal study at the University of Cambridge began in the thirteenth century and the Faculty sits the oldest law professorship in the English-speaking world.

In Egypt, the first Law School was established in the year 1868 during the reign of Khedive Ismail, and the first headmaster was Professor Vidal Pasha, who was entrusted by Khedive Ismail to establish the school and therefore it called the Khedive Law School which later became Cairo law school.

In a globalized world, law schools face many challenges but one of the main challenge is to prepare law students to nowadays legal profession including improving law students' skills.

And since the establishment of the first law school in Egypt, there were many developments in both legal education and legal profession.

The question is; Why law schools in Egypt nowadays in a need for **legal education reform** to prepare students for the future of the legal profession?

Keywords: Legal education, Legal Profession, Egypt.

Gabor Andrasi

Expected but not taught? Teaching management at law schools in Hungary and the U.S.

According to Hammond (2009), "business and law are inextricably bound in such ways that teaching either separately without the other is inadequate". As for the academic stage of Hungarian legal education, the accreditation expectations related to law programmes refer to management knowledge and skills, which normally belong to business education. However, there is no tradition and no discourse about these expectations, which are just partly covered by Hungarian law schools. Concerning the U.S., which dominates the global markets of legal education and legal services, management is also part of the outcomes expected by the accrediting body. Still, there is no consensus about what should be taught. This paper reviews first the related expectations of the Hungarian accreditor and the curricula of the Hungarian law schools. Then it looks at the U.S. law school accreditation standard 302 and its interpretation, and the pertaining academic literature on teaching management at American law schools. The paper concludes with a summary of recent management education literature on what could be the possible objectives of teaching management and how could these be achieved.

Peter Benbow and Richard Machin

Promoting wellbeing through social work legal education

Social Work degrees should produce compassionate individuals who are at the same time able to make decisions based on legal provisions. Social workers must possess a detailed knowledge of the legal and policy contexts of social work but also be able to relate legislation to practice situations.

This paper delivered explores the challenges of delivering legal education to social work students. It is the responsibility of social workers to safeguard the needs of some of the most vulnerable groups in society, but ethical dilemmas can be presented when legislation is not always aligned to core social work values.

This workshop will ask participants to consider how the wellbeing of service users is set against ensuring UK legal provisions are adhered to. Two areas of UK legislation will be discussed to explore the issue of wellbeing in a social work legal context:

- The Mental Health Act 1983 is a piece of legislation which provides significant powers to those professionals implementing it. The Approved Mental Health Professional (AMHP) plays a fundamental role in deciding whether to apply the Act and compulsorily detain someone against their wishes. This role was originally developed as a way to ensure that service-users' rights and social circumstances were upheld and considered during the assessment process. Training for this role explores how the AMHP can uphold this requirement whilst also participating in a decision which affects a person's freedom.
- The Welfare Reform and Work Act 2016 introduced a 2-child limit for means-tested social security benefits. This presentation will explore the ethics of basing entitlement to state benefits on the size rather than the needs of the family. The impact of the legislation on the wellbeing of families will be discussed, with particular reference to the exception to this provision commonly referred to as the 'rape clause'.

Claudia Carr and Neal Geach

The Wellbeing of University law students and staff

Statistics confirm that the majority of mental health problems develop by the age of 24 and, it therefore comes as no surprise that in 2015/2016 over 15,000 first year students at University identified with a mental health problem. In a culture that, over the past 10 years had seen an exponential growth in higher education, combined with other factors such as students who are carers, commute long distances and have previously identified with poor mental health, the challenges faced by today's University students are increasingly complex.

At Hertfordshire Law School, which attracts a high percentage BAME and widening participation students, the initiatives we have taken over the past 2 years aim to support students with the transition from further education through to graduation; we believe background should not be a barrier to success.

We believe we are ahead of the curve in terms of provision of student support, for example, we have already met a recommendation from the recently published University Mental Health Charter with regards to staff receiving mental health training as 75% of our academic staff are already Mental Health First Aid trained, enabling our staff to recognize and signpost poor mental health at the earliest opportunity.

Every student has a Student Support Tutor and a specifically designated Cohort Leader with whom to build a close working relationship and who, will support them throughout their studies. We have introduced bursaries to enable disadvantaged students to travel onto campus and, all our lectures are

recorded and posted online to enable flexibility of access for all students, thereby accommodating other commitments and supporting their wellbeing.

Our data strongly supports our initiatives; showing significantly improved rates of retention and progression.

Jane Ching

Do you know what you want? Do you know what you will get? Aligning the agenda, the investigatory model and the impact in legal education reviews

Globally, the concerns of (professional) legal educators, states and professional bodies frequently occupy common ground around topics such as globalisation, technology, ethics, diversity, skills, competence, continuing competence and fairness of access. This leads to a natural desire to make evidence-based proposals for change and something of a global industry in legal education reviews. In 2010-2014 for example, there were reviews in Australia,¹ Canada², England and Wales,³ France,⁴ Mauritius,⁵ New Zealand,⁶ Russia,⁷ South Africa⁸ and the USA.⁹ Participants may know of others.

This session will seek to bring some order to the industry by considering the effect of possibly competing factors including:

- The agenda of the commissioning stakeholder;
- The choice of investigators;
- The investigatory model, possibly imposed by the commissioners; and
- The underlying politics and sensitivities of the professional and/or educational community, investigated.

Dissonances between these factors; questions of power; subtexts and assumptions and gaps in understanding of what is likely to be achieved, or is susceptible of being achieved, by a particular investigation can distort the impact of legitimate and meaningful investigation. This leads to dissatisfaction and reduces positive impact. Drawing on recently published theoretical work,¹⁰ this session proposes - and evaluates - a taxonomy of investigative models intended to reduce this effect:

¹ Law Admissions Consultative Committee, 'Rethinking Academic Requirements for Admission.' <<https://www.lawcouncil.asn.au/resources/law-admissions-consultative-committee/discussion-papers>> accessed 14 January 2020.

² Council of the Federation of Law Societies of Canada, 'Common Law Degree Implementation Committee: Final Report' (Federation of Law Societies of Canada 2011) <<http://docs.flsc.ca/Implementation-Report-ECC-Aug-2011-R.pdf>> accessed 14 January 2020; Law Society of Upper Canada, 'Pathways to the Profession: A Roadmap for the Reform of Lawyer Licensing in Ontario. Articling Task Force. Final Report.' (Law Society of Upper Canada 2012) <<http://www.lsuc.on.ca/WorkArea/DownloadAsset.aspx?id=2147489848>> accessed 14 January 2020.

³ Julian Webb and others, 'Setting Standards: The Future of Legal Services Education and Training Regulation in England and Wales' (2013) <<http://letr.org.uk/the-report/index.html>> accessed 14 January 2020.

Pamela Henderson and others, 'Solicitors Regulation Authority: CPD Review.' (Solicitors Regulation Authority 2012) <<http://irep.ntu.ac.uk/id/eprint/20486/>> accessed 14 January 2020.

⁴ Conseil National des Barreaux, 'Réforme de La Formation Initiale Dans Les Écoles d'avocats' (*Conseil national des barreaux*, 22 October 2014) <http://cnb.avocat.fr/Reforme-de-la-formation-initiale-dans-les-Ecoles-d-avocats_a2071.html> accessed 13 February 2019; Conseil National des Barreaux, 'Le Conseil National Des Barreaux s'inquiète de La Qualité de La Formation Des Étudiants, Futurs Avocats, à La Suite de l'avis Du Conseil d'Etat Du 10 Février 2016' (*Conseil national des barreaux*, 7 April 2016) <http://cnb.avocat.fr/Le-Conseil-national-des-barreaux-s-inquiete-de-la-qualite-de-la-formation-des-etudiants-futurs-avocats-a-la-suite-de-l_a2592.html> accessed 13 February 2019.

⁵ Jane Ching and others, 'Reform of the Educational Structure for the Professional Law Courses in Mauritius' (Tertiary Education Commission of Mauritius 2012).

⁶ Andrew Tipping, 'Review of the Professional Legal Studies Course' (New Zealand Council of Legal Education 2013) <<http://www.nzcle.org.nz/Docs/Review%20of%20the%20PLSC%20Report%20.pdf>> accessed 14 January 2020.

⁷ Shepeleva Olga and Novikova Asmik, 'The Quality of Legal Education in Russia: Stereotypes and Real Problems', *Legal Education in Russia: In search of New Quality Standards* (PILnet 2014) <<http://www.pilnet.org/public-interest-law-resources/73-the-quality-of-legal-education-in-russia-stereotypes-and.html>> accessed 14 January 2020.

⁸ Camilla Pickles, 'Research Report on Mandatory Continuing Professional Development Commissioned by the Law Society of South Africa' (Law Society of South Africa 2010) <https://www.lssa.org.za/upload/documents/Research_report_on_MCPD.pdf> accessed 14 January 2020.

⁹ ABA Task Force, 'Report and Recommendations American Bar Association Task Force on the Future of Legal Education' (American Bar Association 2014) <http://www.americanbar.org/content/dam/aba/administrative/professional_responsibility/report_and_recommendations_of_aba_task_force.authcheckdam.pdf> accessed 14 January 2020.

¹⁰ Jane Ching and Paul Maharg, "'Complicitous And Contestatory": A Critical Genre Theory Approach to Reviewing Legal Education in the Global, Digital Age', *Modernising Legal Education* (Cambridge University Press 2019)

- i. The collation of information;
- ii. The expert review;
- iii. The deductive consultation exercise; and
- iv. The deductive or inductive empirical investigation.

Liz Curran

Keynote: 'Measuring Impact through Research into Access to Justice Service Delivery and Legal Education Initiatives'.

Dr Curran's ground-breaking work in impact measurement is acknowledged internationally with her work being replicated. Tackling the challenging task of measuring the social determinants of health outcomes at a 'grass roots' level, the paper examines approaches used now by Consumer Action Law Centre, Loddon Campaspe Community Legal Service (a Program of ARC Justice Ltd Bendigo), Hume Riverina Community Legal Service (a Program of Upper Murray Family Care), Refugee Law, Therapeutic Justice Program, Goulburn Valley Community Legal Centre, Legal Services Board, Redfern Legal Service and the Royal Prince Alfred Hospital, Halton Community Legal Services, Ontario, Canada, Portsmouth University Schools of Law and Nursing Student Clinic, Community Advocacy and Legal Centre, Canada, Legal Aid ACT and Victoria, University of South Australia & ANU Student Clinics, WELMA Centre, Faculty of Law, University of Copenhagen, Women's Legal Service Victoria, Welfare Rights Victoria and recent interest in Japan, Indonesia and Malaysia.

The paper draws on the research evaluations of new legal service delivery including legal advice, legal casework, representation, community development and policy and law reform activity since 2007. Liz is building an evidence base around models of service delivery and measuring whether they have an impact including positive community and client outcomes and improvements to social determinants of health. She has discerned complex population needs (drawing on the Australian 'Justice Project' on which she was 'expert adviser' and other studies on young people, family violence and Aboriginal populations) and human rights implications.

The paper discusses methodologies to measure impact of service interventions and what legal education can do to better position student as future practitioners to make their mark. It distils themes on what works well and why to better reach clients and community and respond to their need and the implications for service delivery in legal, health, allied health, psychology and social work.

Graham Ferris

Does legal education build or degrade resilience?

Legal Education affects law students, legal academics, lawyers, those who come into contact with lawyers, and thereby society. There is a technical aspect to legal education concerned with legal institutions, doctrines, and demonstrable skills. There is a theoretical aspect of legal education concerned with the interactions between law and society, law and the economy, law and culture, and different laws upon each other. There is a certifying and qualifying aspect to legal education that is important for personal careers and social mobility and public protection. This paper argues that either as an intended or as an unintended consequence legal education impacts upon the wellbeing of those it affects.

It is argued:

- The wellbeing aspect of legal education should be a focus of conscious effort and design and not left to chance
- Vulnerability theory provides a useful tool for thinking about how legal education impacts upon wellbeing and how we might seek to improve its performance in this aspect
- That there is serious reason to suppose legal education does not support resilience and thereby construct autonomy
- That legal academics need to attend urgently to the affect of legal education upon themselves and law students
- That failure to attend to these matters will adversely affect practicing lawyers and the social interests the legal profession serves.

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Liz Hardie and Carol Edwards

The Challenges and Rewards of Setting up a Mentoring Programme in the Virtual Environment.

Many traditional universities offer peer mentoring to first year students (Wilson 2017) resulting in increased student confidence, a potential positive impact on retention and the development of a sense of community (Kirkham and Ringelstein, 2008). A peer mentoring (as opposed to peer tutoring) system could address some of the isolation issues reported by students (Jones; Samra and Matthijs 2018, and Jones 2019). In an ongoing research project into wellbeing conducted by Emma Jones, Carol Edwards, Mychelle Pride and Rob Tumilty, (Open University) law students and ALs have identified isolation as a key factor impacting on wellbeing suggesting that a peer mentoring system could help address this. This session will focus on our experiences of setting up a virtual mentoring for law students pilot at the Open University. The session will start with a short interactive activity on the well student and then progress to explain the challenges we faced setting up a virtual mentoring programme and how they were overcome. The session will also outline how we have worked with the student mentors to co-create the mentoring sessions. Observation will be provided on the success of the programme (no firm conclusions will be drawn at this point as the pilot will still be in operation).

On completion of this session delegates will have:

- Understanding of the benefits of peer mentoring and its benefits for student mental health.
- Understanding of some the challenges in setting up a virtual student mentoring system and suggestions on how they can be overcome.
- Understanding of the benefits of the co-creation process used to design the mentoring sessions.

Time will be given to answer questions.

Hossam Hassan

The role of Legal Clinics in legal education's development in Egypt: The Model from Mansoura Law School

In the Middle East and North Africa, in particular, clinical legal education remains at the infancy stage. Egypt is no exception.

In 2014, with the objective of strengthening legal education at Mansoura Law School, Mansoura University supported the establishment of legal clinic at law school. The Clinic now enjoys a strong reputation between law students.

The Clinic, like most legal clinics around the world, seeks to build the capacity of its students to practice law by applying their knowledge of legal theory through legal activities. The Clinic has also become the hub for legal training.

The legal clinic aims to prepare students to the legal profession.

Egypt's clinical legal education system is clearly in move. In spite of the achievements over the past few years, the future of legal clinic in the country need more efforts. It may take many years for legal clinics to take a firm root in the framework of legal education and professional training. Much needs to be done to reform legal education in Egypt, and in the entire Middle East.

There are many challenges facing legal clinics in Egypt but there are many efforts also had been done.

What is the impact of legal clinics in Egypt on law students and legal profession?

Keywords: Legal clinic, Legal education, Egypt.

Emma Jones

Commonalities and commodities: Reflections on developing a wellbeing resource for legal professionals

This paper will reflect upon the development of a set of free online resources for legal professionals in the UK and Republic of Ireland – www.fitforlaw.org.uk. The project was developed by a team of academics at The Open University and supported by the charity LawCare. Its aim is to promote psychologically and emotionally healthier ways of working within the legal profession.

The paper will draw on the findings of five focus groups with legal professionals in these jurisdictions, held as a precursor to developing the online resources. The thematic analysis of those groups indicated ways in which legal professionals commonly conceptualise and discuss issues of emotional wellbeing, for example, by focusing on the levels of stress experienced and the behaviours engendered by this. This paper will then consider some of the tensions and challenges that arose during the development of the Fit for Law project, resulting from differences between practitioner and academic conceptions of such wellbeing issues.

One illustration of these is the tensions experienced by the project team between the desire to retain academic integrity and precision and the need to effectively market the resource to its target market. For example, the use of the word “resilience” in the strapline of the resource was thought to appeal strongly to legal professionals, but at the same time there is academic research suggesting that potential solutions to wellbeing issues focusing solely on individual resilience can be flawed in approach.

The paper will invite discussion from the conference audience on the key tensions and challenges experienced. It will also describe, and critically reflect upon, some of the approaches the project team took to resolving these.

Rachael O’Connor

Professional identity and its impact on University and workplace wellbeing

In an age of increasing uncertainty for both law students and junior legal professionals alike, it is most important than ever to consider the intersection between legal education and the legal profession, particularly in relation to understanding of self and its impact on University and workplace wellbeing.

The presentation will draw upon existing literature looking at professional identity and in particular, how it may be developed as a law student and as a junior lawyer, linking also with literature around lawyer and student wellbeing. It will focus in particular upon the interaction of personal and professional identity and the impact this may have on both job satisfaction and consequently, wellbeing. The discussion will also consider how and whether involvement in community engagement/pro bono projects as a law student volunteer may impact on future career decisions and what impact this has on the development of professional identity again, both as a student and a junior professional.

The presentation will also reflect on my own experience as a former law student who went on to work for a large, international law firm following graduation. I will reflect on my career change decision, having moved into academia as a junior lawyer, the thought process and how I perceive this to have impacted on my identity as a lawyer, a professional and as a person more generally, linking my experiences in with the existing literature and considering some of the ‘big’ questions which will shape the framework for this new research project.

Geo Quinot

Legal education in community – collaborative legal education, an ethic and pedagogy of care and *Ubuntu*.

This paper explores the possibility of fostering greater community in and through legal education by way of collaborative learning approaches. At a theoretical level, the paper puts forward a contextual collaborative paradigm of teaching law linking African values, such as *Ubuntu*, with existing teaching theories such as social constructivism, cooperative versus collaborative learning and an ethics and pedagogy of care. It argues that such a collaborative approach is more appropriate in the context of an increasingly networked society facing wicked problems than a highly individualistic approach that is typical of a traditional liberal conception of university legal education.

At a more practical level, the paper presents findings from a design-based research project aimed at developing teaching-learning activities (including assessment) for collaborative learning in a particular law module in South Africa.

The impetus for a collaborative learning approach is the need for a response to the highly individualistic approach to teaching and learning in legal education, which has often actively encouraged competition rather than cooperation between students. In contrast to the traditional approach, there is an increasing need to foster a collaborative perspective which provides more authentic learning environments. This perspective is reinforced in the framework of transformative legal education and as also now required by the new South African LLB Qualification Standard, which mirrors many other national qualification standards in law in respect of collaborative competences. This need goes beyond simply getting students to work together in groups. There is a need to actively develop students' competence to function collaboratively and to assess that competence.

In this project, a teaching-learning design premised on the literature on team-based learning was implemented over a number of years in a law programme. The paper reports on the design and students' perception of the learning experience.

M.S. Sharmila

Towards an Integrated Legal Education: A Conscious way of strengthening the Wellbeing of Law students and Lawyers in India

Conventional law schools prioritize " legal analysis " and emphasizes on how to think like a lawyer, focus excessively on predictors of academic performance, ignoring the importance of professional effectiveness as a desirable outcome criterion. Research suggests that intelligent quotient (IQ) is a poor indicator of legal performance. It states that a high IQ helps lawyers get employment, while emotional quotient (EQ) helps them endure and thrive. The new challenges and dimensions of educating law students need a focus on the integrated approach of both analytical and emotional skills of lawyering. Integrated legal education has wider goals of enabling law students to understand and assimilate responsibilities as a member of a public service in the administration of the law, in the reform of the law, in the protection of individual rights and public interests and in upholding the basic elements of professionalism. This paper presents a content analytic approach of the professional development programs offered in law schools incorporating emotional intelligence around experiential student learning. The study is to identify and gather information on approaches being utilized by law schools in India to introduce these skills in the professional development. A total of 204 law school's curriculum (23 National Law Schools and 181 private law schools) were examined to identify the skills concentrated and included within the courses of professional development, which are; focus of personal competence and social competence. The result indicated that the professional development program is

designed to help law students become sufficiently grounded in these insights and continue their learning after law school for their wellbeing in the legal profession.

Keywords: *Emotional Intelligence, Integrated Education, Legal Education, Professional Development, Wellbeing*

Helena Stoop

The use of Blended Learning to Support Student Wellness: Experiences Teaching Company Law at the University of Cape Town

The article will overview interventions based in blended learning that were implemented to support student wellness in a course with a higher than normal failure rate. Company law introduces students to concepts that are new and abstract. In the context of the LLB degree it is often taught once students have progressed to intermediate or even final year. Especially as the degree is structured at the University of Cape Town where the author is based, the subject and the academic year in general confronts students with many stressors and challenges which may have a negative impact on student wellness. The author made use of blended learning and group work to ameliorate anxiety and support student wellness. The paper takes a doctrinal approach and will debate the merits of such a blended learning approach to achieve identified goals. It will reference the author's recent experiences anecdotally but will not draw on empirical data. The paper will convey the challenges and successes encountered by the author personally, but will also draw on research into best practices in the context of blended learning and will consider the extent to which such an approach could support culturally responsive teaching practices, demystify abstract concepts and in turn support student wellness in teaching law.