

**Centre for Legal Education Conference 2020  
IMPACT AND WELLBEING**

Nottingham Law School, Nottingham Trent University  
NEWLT3, NEWN31, NEWN32A, NEWN32B, 50SS Courtroom

**Programme  
Friday 19 June 2020**

10.30-11.00	Registration NEWLT3	
11.00-12.30	Lunch and networking NEWN32B	
12.30-13.00	Opening remarks, Associate Professor Graham Ferris, NLS, NTU, UK Chair, NEWLT3	
13.00-14.00	Session A NEWLT3 Panel 1 (competition) Chair,	
14.00-15.00	Session B Newton Building	
	<p>NEWN31 Chair,</p> <p>Panel:</p> <ul style="list-style-type: none"> <li>Judge Taher Aboueleid, Egypt: <i>The impact of legal education on the legal profession in Egypt</i></li> <li>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></li> </ul>	<p>NEWN32A Chair,</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>

	Peter Benbow and Richard Machin, School of Social Sciences, NTU, UK: <i>Promoting wellbeing through social work legal education</i>	Claudia Carr/Neal Geach, Hertfordshire Law School, UK: <i>The Wellbeing of University law students and staff</i>
15.00-15.15	Tea and comfort break	
15.15-16.15	Session C Newton Building	
	<p>NEWN31 Chair,</p> <p>Liz Hardie and Carol Edwards, OU, UK: <i>The Challenges and Rewards of Setting up a Mentoring Programme in the Virtual Environment</i></p> <p>Emma Jones, University of Sheffield, UK: <i>Commonalities and commodities: Reflections on developing a wellbeing resource for legal professionals</i></p>	<p>NEWN32A Chair,</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> [By Skype]</p> <p>Yingxiang (Jo) Long, Hunan University Law School, China: <i>Improve the Wellbeing of Juris Master (JM) Students</i> [By Skype]</p>
16.15-17.15	<p>Keynote: Rachel Spearing, co-founder and chair of the Bar Wellbeing Initiative <i>Why Lawyers are all unhappy and what should Educators and the Profession be doing about it?"</i></p> <p>NEWLT3 Chair,</p>	
19.30-22.00	Conference dinner 50SS Courtroom (30 places in total). Dinner will be served at 19.30. Please arrive for 19.15.	

**Saturday 20 June 2020**

9.30-10.00	Registration and coffee with pastries	
10.00-11.00	Session D Newton Building	
	<p>NEWN31 Chair, Graham Ferris</p> <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>	<p>NEWN32A Chair,</p> <p>Alma Coertzen, Stellenbosch University, South Africa: <i>We need to talk about our first-years... Our impact on academic success and well-being</i></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>
11.00-11.30	<p>Keynote: Dr Liz Curran, ANU, Australia, <i>Measuring Impact through Research into Access to Justice Service Delivery and Legal Education Initiatives.</i></p> <p>NEWLT3 Chair,</p>	
11.30-11.45	Coffee and comfort break	
11.45-12.45	<p>Session E NEWLT3 Panel 2 (Higginbottom et al) Chair,</p> <p>This panel will discuss the wellbeing of law students and the impact that this had on legal education. The panel will each present on their own unique positions on this topic as a student support advisor, law student and Student Union member.</p>	
12.45-14.15	Lunch and networking NEWN32B	
14.15-15.15	Session F	

	Newton Building	
	<p>NEWN31 Chair: Jane Jarman</p> <p>Dr Liz Curran, ANU 'A Practical Clinic to Have a Go at Designing Your Own Measuring Impact Methodology for Access to Justice Service Delivery and Legal Education Initiatives'.</p>	<p>NEWN32A Chair,</p> <p>Hilary Bell, Hamad bin Khalifa University, Qatar: <i>Vikings, Victims and Imposters: Promoting Practices that Develop and Manage Positive Mental Wellbeing in Law School</i></p> <p>Graham Ferris, NLS, NTU, UK: <i>Does legal education build or degrade resilience?</i></p>
15.15-16.15	<p>Closing comments: Associate Professor Jane Jarman, NLS, NTU, UK</p> <p>NEWLT3 Chair,</p>	

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## 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 12<sup>th</sup> 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.

## Hilary Bell

### **Vikings, Victims and Imposters: Promoting Practices that Develop and Manage Positive Mental Wellbeing in Law School**

Law students experience higher rates of anxiety and depression than students in other disciplines. This trend continues after law school, and practicing lawyers report levels of depression significantly higher than the general population. Law schools are a breeding ground for the creation and perpetration of behaviour patterns that are detrimental to mental wellbeing. As this is a problem of the legal profession arguably, legal educators must address this problem as an integral part of legal studies, in order to facilitate a more effective learning environment.

Positive mental wellbeing allows students and professionals to fulfil their learning and professional potential. Firstly, this paper considers how to approach this subject with law students, to overcome their resistance to topics based in emotion rather than rationality and logic. Once student buy-in is secured, law students can be educated about mental wellbeing and provided with techniques to reduce the symptoms associated with anxiety. Particularly, they can be taught how to train their mind to identify destructive thought patterns and replace these with beneficial responses. Secondly, the paper considers how deliberate pedagogy can assist in reducing student anxiety and helping students develop positive working practices that increase both learning and self-awareness. Particularly, how a growth mindset can be cultivated through structured reflective practice and how this can enhance mental wellbeing.

## 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,<sup>1</sup> Canada<sup>2</sup>, England and Wales,<sup>3</sup> France,<sup>4</sup> Mauritius,<sup>5</sup> New Zealand,<sup>6</sup> Russia,<sup>7</sup> South Africa<sup>8</sup> and the USA.<sup>9</sup> 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

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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](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](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.

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

<sup>6</sup> 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.

<sup>7</sup> 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.

<sup>8</sup> 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](https://www.lssa.org.za/upload/documents/Research_report_on_MCPD.pdf)> accessed 14 January 2020.

<sup>9</sup> 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](http://www.americanbar.org/content/dam/aba/administrative/professional_responsibility/report_and_recommendations_of_aba_task_force.authcheckdam.pdf)> accessed 14 January 2020.



dissatisfaction and reduces positive impact. Drawing on recently published theoretical work,<sup>10</sup> this session proposes - and evaluates - a taxonomy of investigative models intended to reduce this effect:

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

## Alma Coertzen

### **We need to talk about our first-years... Our impact on academic success and well-being**

Across the globe, first-year law students are underprepared for the challenges that they have to face during their legal studies (Bloom, 2018). Not only do they lack the fundamental analytical, research, critical thinking and writing skills that is necessary for mastering the law curriculum (Flanagan 2015) but also those skills, such as time and stress management, that enable them to effectively deal with the heavy workload and the competitiveness of law (Skead & Rogers, 2014). Low academic success rates and increasing incidences of psychological distress in the first-year law students are reasons for grave concern.

Internationally, there are several studies on possible interventions that could address this unpreparedness of students. In South Africa, however, research on legal education and more specifically on the first-year experience of law students and their ability to succeed academically is limited. In an attempt to contribute to the existing body of knowledge, the Faculty of Law at Stellenbosch University conducted research to identify possible factors that could have an impact on the academic success and well-being of their first-year law students.

As a result of the findings of this research, the so-called First-year Experience Project was launched in 2018. The purpose of the project was to improve the academic success and well-being of first-year law students, through embedding some of the identified factors into the first-year law curriculum.

During this presentation research findings from the study will be shared as well as details around the implementation of the project, lessons learnt along the way, shortcomings that were identified and possible plans for improvement. An opportunity will be created for fellow legal educators and academic support staff to share their experiences and possible thoughts on the way forward for us.

## 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

<sup>10</sup> 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) <<https://www.cambridge.org/core/books/modernising-legal-education/E2A2F3A429D37F6FCFA226B00FCE4BF0>> accessed 14 January 2020.

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.

### **'A Practical Clinic to Have a Go at Designing Your Own Measuring Impact Methodology for Access to Justice Service Delivery and Legal Education Initiatives'**

In this trouble shooting clinic Dr Curran will build capacity for impact measurement and enable team work amongst participants to start to build their own impact measurement approach and tools on a chosen field of endeavour. The idea is that the participants will walk away from the session with practically useful ideas to take some next steps in measuring impact.

Dr Curran will outline and unpack various methodologies that can be used to measure impact of service interventions and what legal education can do to better position student as future practitioners to make their mark. She will look unpack methods to capture quantitative and qualitative data that can be used by participants to build their evidence base around models of service delivery and impact.

She will take conference participants through, in a concrete way, some of the key techniques, methodologies, approaches and tool development and design that enable this impact measurement that are low cost and not burdensome. This includes outcomes measurements and how to develop measure and proxies; use of questions, surveys, focus groups, professional journals, staff conversations, client interviews, lawyer interviews, interviews with non-legal professionals and stakeholder groups, management and her collaborative measurement tool.

Then participants, working on paper table cloths in their groups of common concern will formulate and tailor their own project logic, methodologies, approaches and tool development and design that enable impact measurement in their chosen field of endeavour.

Participants will then present their methodology by a report back to the broader clinic and then receive constructive feedback from other conference participants about their design.

## 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 of 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.

## **Julie Higginbottom, Adela Kratenova, Lib Broad**

### **Panel**

This panel will discuss the wellbeing of law students and the impact that this had on legal education. The panel will each present on their own unique positions on this topic as a student support advisor, law student and Students Union member.

Student support in legal education, and higher education as a sector, has been under a strain in recent years due to successive governments commendable policies in widening access to higher education, initially through the Higher Education Funding Council for England Strategic Plan 2003-2008 and further developed in the 2007-2011 plan (HEFCE 2003 and 2007). In 2002, Longden identified the issue of widening participation within higher education and asked "If the higher education system has become more inclusive, to what extent institutions have changed to accommodate, to manage this inclusive student expectation?" (Longden 2002, 26). It is still open to debate as to whether Higher Education institutes, including legal education providers, have evolved enough to meet these changes in student expectations and support needs that come with this shift, especially with the rise of student wellbeing being such a priority in legal education.

Moreover, it is open to debate whether HEIs can keep up with the additional demands on student support because of universities becoming more inclusive along with the increased awareness of mental health and wellbeing both in the sector and in society as a whole. There are therefore a number of key challenges to the wider pastoral care needs in legal education and across higher education. This panel will discuss some of the lived experiences of the panel members who are directly affected by the issue of law student wellbeing, either as members of staff working with law students or by law students themselves.

### **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](http://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.

## Yingxiang (Jo) Long

### Improve the Wellbeing of Juris Master (JM) Students

Juris Master (JM) was introduced in 1996 and named after American Juris Doctor (JD) in China. Compare to the traditional Master in Law (LLM) which is an academic study, JM is aimed to cultivate practical lawyers. Although these two programmes are set at the same level, JM has actually been treated as a programme for the second-best law graduates. Such situation cracks down the students' enthusiasm to learn practical knowledge and skills and mislead their potential employers that law students from JM are not good enough to have LLM degrees. Additionally, it may also create discriminations from teachers when they teach JM students. Such discrimination may affect their attitude not only toward the JM students but also their teaching approach and content.

Mostly, JM students share the learning resources with LLM students. Because LLM is a mature programme in China, the difference between the two programmes are considered extra burdens for the teachers and may be ignored during the teaching process. Therefore, separate the teaching groups will be the key for JM students to get better learning resources and equal treatment. However, recruiting JM students for their willingness to practice law alone is a challenge to balance the benefit of the students and the profit of the law schools. Further, without substantial equal promotion paths for the JM teachers, it is difficult to make JM an independent and respectable vocational programme. The presentation will discuss the difficulties and suggest solutions to improve the facilities and well-being of JM students.

## 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.