



Commonwealth Legal Education Association

(CLEA)

Biennial Conference 2015

Glasgow Caledonian University

Scotland

9-10 April 2015

Biennial Conference 2015
Glasgow Caledonian University

Wednesday 8th April

13:30 – 14:00	Informal welcome	H116 Enter via Centre for Executive Education Building (see map) First floor, follow signs
14:00 – 16:30	Workshop <u>Interactive teaching methods</u> <i>David McQuoid-Mason</i> <i>Helena Whalen-Bridge</i> <i>Patricia McKellar</i>	
18:00 – 19:00	Civic reception <i>Formal welcome reception from the City of Glasgow on behalf of the Lord Provost</i>	<u>Glasgow City Chambers</u> George Square (see map)

Thursday 9th April

9:00 – 9:45	Registration	Centre for Executive Education Building CEE15/16 (see map)
9:45 – 10:00	Welcome address Prof David McQuoid-Mason, President of CLEA Michael Bromby, Glasgow Caledonian University	
10:00 – 11:00	Plenary papers John Hatchard <i>Developing and strengthening the transnational dimension in the law curriculum</i> Siva Sivakumar <i>Revisiting the Curriculum in India vis-à-vis other common law countries: How can we improvise?</i>	CEE15/16
11:00 – 11:30	Coffee break	Foyer space
11:30 – 12:30	Keynote speech <u>Prof Justice Date-Bah</u> <i>Legal education in Ghana. International and local dimensions</i>	CEE15/16
12:30 – 13:30	Lunch Sponsored by Glasgow Caledonian University	Foyer space
13:30 – 15:00	Parallel papers 1 & 2	CEE15/16
CEE15 1. Pedagogical Approaches Kath Sylvester <i>More Questions than Answers? A review of the effectiveness of inquiry based learning in Higher Education</i>		CEE16 2. Intellectual Property Ifeoma Oluwasemilore <i>Access to justice and legal education: redefining the scope of intellectual property rights in Commonwealth countries</i>

<p>Justus Sokefun and Ernest Ugbejeh <i>Overcoming the Challenges of Teaching and Learning the Bachelor of Laws (LL.B) Programme through ODL: The NOUN Experience</i></p> <p>Elizabeth Snyman-Van Deventer <i>Legal writing skills in the South African LL.B (law degree): to integrate or not</i></p>	<p>Lisa Lukose <i>Teaching and Research in IPR: Need for a human rights approach</i></p> <p>Yousuf Vawda <i>Revisiting the Curriculum: what we can learn (and teach) from global developments in Intellectual Property Rules</i></p>	
15:00 – 15:30	Coffee break	Foyer space
15:30 – 16:30	Parallel papers 3 & 4	CEE15/16
<p>CEE15 3. Comparative/Co-operative Education</p> <p>Richard Whitecross <i>In the Shadow of the Commonwealth: Legal Education and Democratisation in Bhutan</i></p> <p>Najibah Mohd Zin <i>Harmonization of law and comparative study; complementing the method of legal learning</i></p>	<p>CEE16 4. Embedding Skills</p> <p>Hermanus Moolman and Lézelle Jacobs <i>A quest for enhanced student engagement: Are you ready for war?</i></p> <p>Helena Whalen-Bridge <i>We Don't Need Another IRAC: Identifying Global Legal Skills</i></p>	

18:30 – 19:00	Welcome reception <u>The Museum of Piping</u>	30-34 McPhater Street, Glasgow G4 0HW
19:00 – 20:00	Conference dinner <u>The National Piping Centre</u>	
20:00 – 23:00	Ceilidh dance <u>The National Piping Centre</u>	

Friday 10th April

9:00 – 9:30	Registration	Centre for Executive Education Building CEE (see map)
10:00 – 11:00	<p>Plenary papers</p> <p>David McQuoid-Mason <i>Establishing and running university-based law clinics in South Africa: four decades of challenges and lessons for South Africa, the Commonwealth and beyond</i></p> <p>Jenny Hamilton <i>Emerging Technologies and their implications for the concept and role of the law academic profession</i></p>	
11:00 – 11:30	Coffee break	Foyer space
11:30 – 12:30	Keynote speech <u>Lord Hope of Craighead</u>	CEE15/16

	<i>The role of the court in the development of society</i>	
12:30 – 13:15	Lunch Sponsored by Glasgow Caledonian University	Foyer space
13:15 – 14:00	CLEA AGM – all delegates welcome	CEE15/16
14:00 – 15:00	Parallel papers 5 & 6	CEE15/16
<p>CEE15 5. Clinical Legal Education Sarasu Esther Thomas <i>the role of clinical legal education in human rights lawyering in India</i> Elaine Campbell <i>Creativity and Commerce: The rise of the experiential business law clinic in the UK</i></p>		<p>CEE16 6. Curriculum Design Hermanus Moolman <i>A comprehensive approach towards LLB curriculum review at a transforming law faculty in South Africa</i> Brian Dennison <i>Lessons Learnt from Curriculum Revision Strategy at Uganda Christian University</i></p>
15:00 – 15:20	Coffee break	Foyer space
15:20 – 16:20	Parallel papers 7 & 8	CEE15/16
<p>CEE15 7. Equality and Diversity Jill Stavert and Rebecca Mcgregor <i>Access to Equal Recognition before the Law for Persons with Mental Disabilities through Supported Decision-Making in Scotland</i> Mera Mathew <i>Embedding and recognising access, equality and diversity</i></p>		<p>CEE16 8. Human Rights Khulekani Zondi <i>The revival of African indigenous languages in legal education, and development on global compatibility of graduates from African Tertiary institutions</i> John Cantius Mubangizi <i>Human rights education in the Commonwealth: The role and approaches of Law Schools</i></p>
16:20 – 16:30	Closing address Prof David McQuoid-Mason, President of CLEA Michael Bromby, Glasgow Caledonian University	Foyer space

Saturday 11th April

10:00	Meet / Register	Glasgow Caledonian University CEE Building Foyer area
10:10	Collect lunch Pre-ordered lunch must be booked (£6)	
10:15	Departure Cost: £12 for 24 people, £18 for 16 people	
11:30	Loch Lomond Waterbus (£9:50 payable on the boat) across the	Balmaha

	loch to picturesque village of Luss	
13:50	Waterbus returns to Balmaha	Luss
14:00	Coach departs	Balmaha carpark

15:00	Distillery Tour Tour (£6 payable on arrival)	Auchentoshan Distillery
14:30	Coach departs	

17:30	Arrival back in Glasgow	Glasgow Caledonian University CEE Building
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Please sign-up for the tour as transport and lunch must be booked and paid for in advance. The Waterbus and Distillery Tour are optional and payable on the day to the operators.

Sunday 12th April

Suggested places to visit, using the subway (day ticket £4) which is a circle around the centre of Glasgow and the West-end taking in many of the city's free museums:

Buchanan Street Station – main shopping area and nearby Gallery of Modern Art with free entry or The Lighthouse which is a centre for design and architecture.

Shields Road Station – Scotland Street School is an old schoolhouse designed by Charles Rennie Mackintosh turned into a free museum telling the story of education in Scotland.

Partick Station (7 minute walk) – recently built, the free Riverside Museum houses some of the world's finest cars, bicycles, ship models, trams and locomotives.

Kelvinhall Station – Kelvingrove Art Gallery and Museum is the flagship of Glasgow's museums, housing one of Europe's great art collections, human history and natural history with free entry.

Hillhead Station – (5 minute walk) part of Glasgow University, The Hunterian is free art gallery and museum. Glasgow University is worth a visit with cloisters, towers and a chapel built in the 1870s.

Cowcaddens Station – close to the Piping Centre and Caledonian University, Tenement House is owned by the National Trust and shows Glasgow in the early 1900s. Entry charge.

Most of these attractions provide a full morning or afternoon of leisure time so two, or three at the most, would be suitable for one day. Most have cafés, Kelvingrove having the better facilities, but there are numerous places to eat around the centre and the West-end, particularly the cobbled street behind Hillhead Station (Ashton Lane) with numerous authentic pubs and cafes.

Thursday Parallel papers 3. Comparative/Co-operative Education

Harmonization of law and comparative study; complementing the method of legal learning

Najibah Mohd Zin

International Islamic University Malaysia

The purpose of this study is to examine whether comparative study is the most appropriate method of learning and teaching in a curriculum where harmonization of law is the outcome of the process. Harmonisation of law has been adopted as the one method of teaching and learning in Ahmad Ibrahim Kulliyah of law simply for reason that the programs, both in undergraduate and postgraduate level, integrate both secular (non religious) and Islamic (religious) curriculum. Therefore, Islamic/Shariah law constitutes an important component in the legal education as an integral part to the system. The curriculum is designed in such a way that the civil law subjects are taught in parallel to the Islamic law subjects. The idea is to give exposure to the students of both disciplines, able to make comparison and to learn from both systems in order to come out with best practices. The graduates from this school are able to practice in both civil as well as the Shariah courts as Malaysian law recognizes dual jurisdiction. At Postgraduate level, the Kulliyah introduces Master of Comparative law where the nature of study is comparative in nature. For the purpose of enrolment, the candidate with no Shariah background has to take Shariah law as a prerequisite while the candidate with no civil or common law background has to take civil law subjects. The idea of imposing such criteria is to assist the student in the learning process.

For postgraduate diploma program, the Kulliyah also introduces two professional courses to assist practitioners and administrators i.e Postgraduate Diploma in Shariah Legal Practice (DSLPP) and Diploma in Administration and Islamic Judiciary (DAIJ). The former is designed for those who graduate from other law schools with no Shariah background while the latter is for those who have Shariah background where the emphasis is made on the study of the applicable law as applied in Malaysia. The same concept is imposed for doctoral thesis and Master by research where the candidate is encouraged to write at least one chapter on Shariah law or vice versa or to make comparison with other jurisdictions .

Despite the above objectives, there were diversity of approaches in understanding the main concept of harmonization as well as the method of doing it, that resulted in diversity of outcomes affecting the application of the law at national level especially in cases involving highly sensitive issues such as the conflict of Shariah and common law.