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Parallel Session 3D (Academic Perspectives) - Legal Education and Training
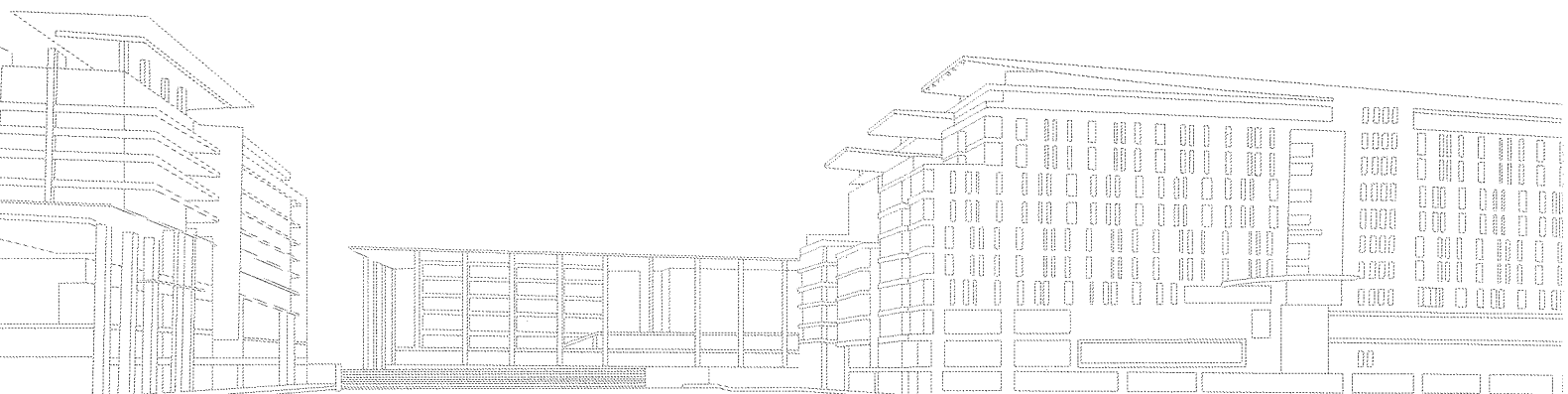
with paper titled
Transforming the legal education in the era of IR4.0

International Conference on the Future of Law & Legal Practice (ICFLP 2019)

15th – 16th October 2019
At Dorsett Grand Subang Jaya, Malaysia

Harmahinder Singh
Chairperson, ICFLP 2019
Head of School, Taylor's Law School

International Conference on the Future of Law & Legal Practice
15th – 16th October 2019
Dorsett Grand Subang Jaya

Day 1 – Tuesday, 15 October 2019   Updated 30 Sept 2019

Time	Session Details	
8.00 am - 9.00 am	Registration	
9.00 am - 9.15 am	**Welcome and Opening Addresses**	
9.15 am – 9.40 am	**Keynote Address –** YAA Tan Sri Datuk Seri Panglima Richard Malanjum *Former Chief Justice of Malaysia*	
9.40 am – 10.00 am	**Official Launch of Conference**	
10.00 am - 10.30 am	Refreshments	
10.30 am - 11.45 am	**Plenary Session 1** ***Technology and Educating the Lawyer – Intelligent Legal Professionals vs Artificial Legal Intelligence*** With the advent of IR4.0 and the age of artificial intelligence, it has become crucial that members of the legal community be equipped and informed to embrace the journey ahead. This session will explore reflections of the journey of educating lawyers from the past to the present, preparing legal professionals for this 'impact of technology' on the profession, professionalism and the defence of the rule of law in the age of artificial intelligence. This session will also explore steps that need to be taken in this direction which starts from equipping law students all the way to legal practitioners and members of the judiciary.	**Moderator:** Mr. Philip Koh *Senior Partner, Messrs Mah-Kamariyah and Philip Koh* **Panelists:** • Dato' Mahadev Shankar *Former Court of Appeal Judge* • Ms. Santhi Latha *Dean, Rajah & Tann Asia Academy* • Mr. Steven Thiru *Senior Partner, Messrs Steven Thiru & Sudhar Partnership* • Mr. G.K. Ganesan *Messrs GK Ganesan*
11.45 am - 1.00 pm	**Plenary Session 2** ***The Significance of Malaysia's Commitment to International Human Rights Conventions*** The recent U-turns by the Malaysian Government on two major international law conventions underscores a cautious approach taken by the government in the accession to Human Rights Conventions. There is however a growing need to strengthen a unified human rights voice within the region. This panel consisting of renown practitioners, judges and academics will look into Malaysia's commitment towards Human Rights Conventions thus far and its implications.	**Moderator:** Ms. Firdaus Husni *Chief Human Rights Strategist Malaysian Centre for Constitutionalism and Human Rights* **Panelists:** • Dato' Haji Sulaiman Abdullah *Founder of Messrs Sulaiman* • Dato' Gurdial Singh Nijar *President of HAKAM* • Emeritus Prof. Datuk Dr. Shad Saleem Faruqi *University of Malaya Professor of Law* • Prof. Dato' Dr. Aishah Hj Bidin *National University of Malaysia Professor of Law*
1.00 pm - 2.00 pm	Lunch	
2.00 pm - 3.30 pm	**Parallel Session 1A	Practitioner Perspectives - Corporate Law (Subang 1)** ***Messrs Shook Lin & Bok***	**Speakers:** • Mr. Jalalullail Othman • Dr. Syed Adam Alhabshi

	Sustainability and Competition in the Digital Age – The Legal Challenges This session aims to provoke a critical discussion into the challenges that lawyers face in this brave new world. Sustainability and Competition in this Digital Age form a tripod upon which lawyers strive to prop up the ever changing legal landscape. How do we strike the legal equilibrium between preserving the planet, protecting the people and enhancing the profits? Can we maintain effective and efficient competition in goods and services? All of these to be stress tested against the backdrop of the Digital Age where smart contracts and artificial intelligence and big data analytics abound. How do we compete in a sustainable manner by employing digitalized ways and means? We explore how much of a legal evolution vs a legal revolution is taking place in the current fintech space	• Ms. Dhaniah Ahmad
	Parallel Session 1B | Practitioner Perspectives - Human Rights and Liberties (Subang 2) *Messrs Sivananthan Advocates & Solicitors* *An insight into the lives of prisoners in Malaysia* Imprisonment in itself serves as a punishment due to the loss of an individual's right to liberty as a result of being confined in a closed environment. Therefore, the conditions in custodial institutions should not serve as a further punishment by having a harmful effect on a prisoner's well-being. As a result of this wrongful treatment, the prison system in Malaysia is not rehabilitative. Presenters for this session are criminal defence lawyers from Sivananthan Advocates & Solicitors. They will share their insights on the Rights of a prisoner under the Prisons Act 1995, Treatment of Prisoners in Malaysia, The United Nations' Standard Minimum Rules for the Treatment of Prisoners and whether Malaysia as a signatory is conforming to the same and Rights of a prisoner in the event of non-conformity.	**Speakers:** • Ms. Jasmine Cheong Chi-May • Ms. Dhanyaa Shreeya Sukumar
	Parallel Session 1C | Academic Perspectives - Healthcare and Medical law (Subang 3) Law and ethics are paramount within the medical profession. Ethics, also known as moral philosophy, is a branch of philosophy that addresses questions about morality including concepts such as good and evil, right and wrong, virtue and vice, justice and crime. Ethics cannot be compelled and hence, cannot be enforced. When legal issues arise, legal theories and settlement mechanisms shape the decision making process. These pertinent issues will be highlighted and discussed during this session.	**Academic speakers:** • **Ms. Kuek Chee Ying** *The Ethical Perceptions of Selected Stakeholders on the Practice of Saviour Siblings in Malaysia* • **Ms. Andriea Bastiampillai & Dr. Hanna Ambaras Khan** *Mediation as the Suitable Dispute Resolution Method in Medico-Legal Issues: Special*

		Reference to the Malaysian Position
		• **Ms. Marini Arumugam** *The Bolam Test: An analysis of the practical application of the Bolam Test in Malaysian Medical Negligence Cases*
		• **Ms. Sia Chin Chin** *A Legal Anatomy of Legislations to Promote a Healthy Lifestyle*
	Parallel Session 1D | Academic Perspectives - Legal Education and Training (BIZ CTR) Law and justice are fundamentally and profoundly linked. Each stem from and justifies the other. The complexity of real-life circumstances though, can make this bond difficult to achieve in every case. Appreciate the experiences of academics, as they incorporate both law and justice into the study of law.	Academic speakers: • **Ms. Sia Chin Chin** *Loneliness in law* • **Mr. Harpajan Singh** *Analysing the citation of Wikipedia in Malaysian judicial opinions* • **Assoc. Prof Zuraida Rastam Shahrom** *Clinical Legal Education in University Malaya: Goals and Challenges* • **Ms. Suzanna Abdul Hadi** *Blended Learning and the Bridging Course* • **Dr. Muhamad Hassan Ahmad & Prof Dato Seri Dr. Ashgar Ali Ali Mohamed** Imbuing lawyers' problem-solving skills in law school curriculum to off-set adversarial 'hired-gun' mind set
3.30 pm - 3.45 pm	Refreshments	
3.45 pm - 5.15 pm	**Parallel Session 2A | Academic Perspectives - Corporate Law (BIZ CTR)** Corporate law dictates the formation and the activities of corporations, while corporate governance regulates the balancing of interests among a business's different stakeholders. Corporate law and governance therefore directly shapes what businesses do and how they do it. Understanding commercial law and corporate law can help business owners avoid breaking the law and eliminate unnecessary costs and hassle. While these two types of law both have a significant impact on the way businesses operate, they have distinct differences. Many people are confused about the difference between business law and corporate law. Corporate law is a legal field that governs the formation of companies, shareholder	Academic speakers: • **Ms. Crystal Wong Wai Chin** *Climate change & energy: Malaysia's energy policy - where roads paved with good intentions lead* • **Dr. Loganathan Krishnan** *The Legal Framework Governing Removal of Auditors: Company's Rights versus Auditor's Rights* • **Dr. Ong Tze Chin** *Judicial approaches of contractual remedies for consumer sale of goods in*

	rights, mergers, and acquisitions, while business law or commercial law deals with how one forms and runs a business. A myriad of current approaches towards to contract and company law in Malaysia will be discussed during this corporate law session.	*Malaysia* • **Ms. Sia Chin Chin** *Regulating unfair contract terms for small businesses in Malaysia*
	Parallel Session 2B| Academic Perspectives - Human Rights and Liberties (Subang 1) Laws define and regulate legal rights. These are not just declarations of liberties and responsibilities, but also assurances that if these rights are violated, protection measures are available to enforce such rights and punish such infringements. Many legal rights are critical for the parties enjoying such entitlements, the breaches of which can have devastating effects. It then becomes vital that the laws adequately recognise and provide effective protection of such rights.	**Academic speakers:** • **Mr. Mark Goh** *Making rights a reality: a case of enforcing constitutional rights horizontally* • **Ms. Heama Latha Narayanan Nair** *Balancing the rule of law and children's right to participation in legal proceedings* • **Ms. Jenita Kanapathy** *An overview of current laws protecting the rights of the old and elderly in Malaysia* • **Asst. Prof Kevin Crow** *The individual moralization of corruption and the international corporate person* • **Dr. Vijayalakshmi Venugopal** *Law and morality - the chicken, the egg and the duck*
	Parallel Session 2C | Practitioner Perspectives - Healthcare and Medical Law (Subang 2) *Messrs Raja, Darryl & Loh* *Personal Data Protection Act 2010 (PDPA) and Relevant Provisions relating to Healthcare* This session will provide an overview of the Personal Data Protection Act 2010 (PDPA), its applicability and principles. Rights of the Patient vis-à-vis the PDPA will be presented together with exemptions to compliance with the Personal Data Protection Principles. The session will conclude with the mechanism of complying with the PDP and the question of application of Data Protection Regulations.	**Speaker:** • Ms. Tong Lai Ling
	Parallel Session 2D | Practitioner Perspectives - The Practice of Law in the Era of Technology and Disruption (Subang 3) *Messrs Christopher & Lee Ong* *The Practice of Law in the Era of Technology and Disruption* Reflecting the increasing importance and role of technology in our day-to-day lives, as well as the disruption brought about by "new" market disruptors	**Speakers:** • Mr. Deepak Pillai • Ms. Tracy Wong • Ms. Anissa Maria Anis

	such as Netflix, Grab, Airbnb, AWS and GoBear, the panel will guide audience through the impact of technology and these "new" market disruptors on the work that they do in the areas of technology law, media law and fintech law. Together with this, the panel will explore the role played by technology in the digitalisation of law firms, inclusive of the role of Artificial Intelligence in the practice of the law itself (and seek to answer the often-canvassed question of whether AI can replace lawyers?).	
5.15 pm - 6.30 pm	Networking Session	
6.30 pm - 10.00 pm	Conference Dinner	

Day 2 - Wednesday, 16 October 2019

Time	Session Details	
9.00 am - 10.30 am	**Parallel Session 3A| Practitioner Perspectives - Corporate Law (Subang 1)** *Messrs Lee Hishammuddin Allen & Gledhill* ***Can the Law Keep Up with the Internet of Things?*** The Internet of Things (IoT) is the latest phase in the evolution of the internet, bringing unprecedented access and insights into people's lives. The IoT has the ability to collect and exchange data on every aspect of our lives and business, which increases efficiency and predictability. By virtue of this, the exponential growth of technology beckons the question of whether the law is able to keep up with the new issues and challenges which IoT brings about, for example, intellectual property, data protection, privacy, automated contracts and product liability. The challenge is for both the lawmakers and the legal professionals. What are the skills and concepts which are critical to advocate for laws which are well suited for the IoT era which is already beginning?	**Speakers:** • Mr. Raphael Tay Choon Tien • Mr. Vernon Jude Samuel • Mr. Vicks Kanagasingam
	**Parallel Session 3B	Practitioner Perspectives - Human Rights and Liberties (Subang 2)** *SUARAM* ***Criminal Justice and Human Rights*** The panel aims to explore the close relationship between the day-to-day function of the Criminal Justice System with human rights principles in the context of legal aid. Legal aid services are provided for to uphold the right to fair trial by ensuring the accused is represented and receives the appropriate legal advice. However, the reality is often more complex with lawyers providing more support and assistance than what the surface reveals. What role does legal aid play in ensuring	**Speakers:** • Ms. Dobby Chew Chuan Yang • Ms. Ho Sue Lu • Mr. Muhamad Izwan • Ms. Farida Mohd

	the integrity of our criminal justice system and how does it protect and promote the right to fair trial?	
	Parallel Session 3C | Academic Perspectives - Corporate Law (BIZ CTR) Artificial Intelligence (AI) has already started to transform corporate law and litigation in many ways. AI can augment what lawyers do and enable them to take on higher-level tasks such as advising clients, negotiating deals and appearing in court for corporate matters. AI tools can assist lawyers to conduct the tedious work of due diligence exercises more efficiently and with greater accuracy. AI has the ability to analyse data and predictions about outcomes of legal proceedings, perhaps more accurately than humans. The question is whether the time has come for corporate litigation firms to commit to becoming AI-ready by embracing internal AI practices. At the same time issues in relation to contract law in Malaysia will be covered during this session. The speakers of this session will share insights on the development of technology within corporate law and also address pertinent issues involving contract law.	**Academic speakers:** • **Dr. Jason James Turner** *Preparing a legal profession fit for the 4th industrial revolution: insight and reflections on legal practice in Malaysia* • **Mr. Daniel Chua** *Commercial dispute resolution in the midst of change: Mapping the domain of transnational dispute resolution as a discipline* • **Dr. Norhoneydayatie binti Abdul Manap** *Remedy for misrepresentation in contracts: A case analysis in Malaysia*
	Parallel Session 3D | Academic Perspectives - Legal Education and Training (Subang 3) This session considers legal education in the current times. The question arises whether the traditional legal educational methods suffice for future lawyers? Will the traditional methods give future lawyers the necessary knowledge and skills they need? The answer will most likely be a combination of yes and no. While the traditional learning methods may be crucial for the basic legal education and skills, in the 21st century, technology and its influence will take legal education to greater heights. Academicians would need to combine technology together with the traditional complexity of real-life experiences to educate future lawyers.	**Academic speakers:** • **Prof. Norma Martin Clement** *Signature pedagogies, archetypal learning spaces: Implications for legal education in the 21st century* • **Ms. Puteri Sofia Amirnuddin** *Gamification as a tool to develop law students' soft skills* • **Prof. Nick Taylor & Ms. Rachel Taylor** *Effective feedback: searching for the silver bullet* • **Prof. Warren Barr**

		Challenging tradition: supporting learning in equity & trusts and land law through embracing technology and new delivery methods • **Dr. Muhamad Hassan Ahmad & Ms. Puteri Sofia Amirnuddin** *Transforming the legal education in the era of IR4.0*
10.30am - 11.00 am	Refreshments	
11.00 am - 12.30 pm	**Parallel Session 4A | Academic Perspectives - Corporate Law (BIZ CTR)** Ethics consists in learning what is right and what is wrong and doing the right thing. It is interesting to note that ethical decisions have various consequences, outcomes, alternatives and personal implications. With the proliferation of multinational corporations and their increased influence in governments, in theory, while both law and ethics have become central aspects of decision-making, the reality is less certain. Presenters for this session will share their understanding of how law and ethics actually works in the field of corporate law research and practice.	**Academic speakers:** • **Ms. Saratha Muniandy** *Corporate manslaughter framework in Malaysia* • **Dr. Farhah Abdullah** *Consumer contracts: Revisiting the Malaysian legislative control and judicial intervention of exclusion clauses* • **Mr. Harcharan Singh Ujagar Singh** *Honestly, what is dishonesty?*
	Parallel Session 4B | Academic Perspectives - Human Rights and Liberties (Subang 1) Human rights and liberties are the basic rights and freedom of every citizen, which include the rights of protection from States' abuse of power. Despite being in the 21st century, there remains a lack of full freedom and protection to individuals, with justice as a mere abstract idea in some areas such as promoting just, peaceful and inclusive societies where structural injustice and inequality still remains. Gaps still remain in violence against women and children, citizens and non-citizens such as refugees and basic theories and practices of incorporating laws and justice in human rights cases. The papers presented in this session range from infringements of individuals' rights to the debasement of collective rights in post conflict situations.	**Academic speakers:** • **Mr. Lai Mun Onn** *Should the right to life include the right to die? Euthanasia and assisted suicide* • **Ms. Marini Arumugam** *The right to early childhood education and Malaysia's international obligation* • **Dr. Kuek Tee Say** *The etymology of statelessness in Malaysia and its positive application within the state - a study on stateless Indians* • **Dr. Sree Kala Nair** *Non-inclusiveness of students in sexual harassment law*

	Parallel Session 4C | Practitioner Perspectives - Healthcare and Medical Law (Subang 2) *Messrs Raja, Darryl & Loh* ***Anticipating End of Life – Is the current legal framework adequate to protect the interests of patients and doctors?*** This session will explore issues such as the right to refuse treatment in end of life scenarios, the active vs passive euthanasia distinction and its legal implications; the do not resuscitate/do not attempt to resuscitate directives as well as living wills and other advance care directives. ***Artificial Intelligence in Medicine – The Legal Issues*** This session will explore issues such as where liability ought to rest when there is an adverse outcome; the probable causes of action and the potential defendants and whether the standard of care for medical practitioners should be modified.	**Speakers:** • Mr. Harish Nair • Ms. Charlaine Chin
	Parallel Session 4D | Practitioner Perspectives - Legal Education (Subang 3) SKRINE ***Experiences Within the Legal Profession*** The panellists drawing from their experience in their respective careers will share their thoughts on the skills set required for their jobs, interesting moments, challenges, values, and the quest for work-life balance.	**Speakers:** • Ms. Theresa Chong *Senior Partner, Skrine* • Mr. Lee Shih *Partner, Skrine* • Mr. Jeremy Lee Eng Huat *Pupil, Skrine* • Mr. Jason Lim *Principal Legal Counsel, Huawei Technologies (Malaysia)* • Ms. Lorett M. Jesudoss *(UNHCR - inter-governmental organization)*
12.30 pm - 1.00 pm	**Closing Address**	
1.00 pm	Lunch and Networking Session	

TRANSFORMING THE LEGAL EDUCATION IN THE ERA OF IR 4.0

BY

Puteri Sofia Amirnuddin
Muhamad Hassan Ahmad
Ashgar Ali Ali Mohamed

**INTERNATIONAL CONFERENCE ON THE
FUTURE OF LAW AND LEGAL PRACTICE (ICFLP) 2019**
15 - 16 October 2019
Dorsett Grand Subang Hotel

Aim of this Presentation

- Emergence of the Industry Revolution 4.0 (IR 4.0) forces major industries in the world to transform the industry in order to adapt to the changes in the IR 4.0 era.

- Problem: There is a significant delay in transforming legal educational services offered at universities, colleges and other higher learning institutes with regard to the subjects offered, teaching methods, assessment methods, facilities in the legal education

- Aim: To explore how the legal education offered at higher learning institutes can be transformed to be in line with the IR 4.0 in an efficient manner by maintain the quality.

Higher Education Providers in Malaysia

Public Universities	Private Universities	Private University Colleges	Foreign University Branch Campuses in Malaysia	Colleges
UM	Multimedia University (MMU)	Melaka Islamic University College	University of Reading Malaysia	Brickfields Asia College
UKM	Taylor's University	Selangor International Islamic University College (SIUC)		Advance Tertiary College
UiTM	HELP University			Stamford College
UUM	INTI International University			KDU College
USIM	SEGi University			
UniSZA	Management and Science University			
IIUM				

Structure of the Programmes

- Core and Elective Modules
- Structure: 1, 2 or 3 semesters a year
- Duration
  - Bachelor of Laws: 3 or 4 years

Facilities provided by the HEP

- Lecture Theaters / Lecture Halls
- Moot Court
- Legal Aid Centres
- Library
- Collaborative Classrooms or Lecture Capture Classrooms
- Discussion / Seminar rooms

Transforming the Legal Education

Teaching Methods & Delivery

Option 1

- Reduce face-to-face learning hours

- Lecturers to upload pre-recorded lecturers on each topic weekly on Moodle

Option 2

- Eliminate face-to-face learning hours

- Lecturers to upload pre-recorded lecturers for all topics on Moodle

- To adopt interactive H5P contents to assess students' understanding

- Get the students outside the classroom ie the use of AR

Interactive H5P contents

Augmented Reality Learning

THE HUNT BEGINS

Subjects offered

Current Practice

- MQA requirement: 160 credit hours
- Core Modules:
  - Contract Law
  - Law of Torts
  - Criminal Law
  - Criminal Law
  - Land Law
  - Equity & Trusts
- Spread across two semesters

Proposed Transformation

- MQA requirement: 160 credit hours
- Core modules to be taught across one semester
- Student can complete LLB programme in less than 3 years

Assessment Methods

Current Practice

- MQA requirements
  - Continuous Assessment: 40 – 70%
  - Final Assessment: 30 – 60%

- Suggested Forms of Assessment
  - Collaborative work
  - Final examination
  - Oral assessment
  - Peer review
  - Practical assessment
  - Written assessment

- Projects / Academic Exercise
  - 100% Continuous or Final Assessment

Proposed Transformations

- Continuous Assessment will be in a form of students' completion of the weekly H5P activities

- How to ensure that it is the students' work?
  - Students will also be assessed in terms of submitting written answers for essay and problem questions.
  - Artificial intelligence to mark answers ie Assessment 21 or e-rater
    - Assessment 21 can mark complex, open-ended questions that test students' understanding. It can highlight answers that are similar, and be used as an anti-plagiarism tool
    - The *e-rater* engine provides a holistic score for an essay as well as real-time diagnostic feedback about grammar, usage, mechanics, style and organization, and development.
  - Have been used in US, Australia and China

Facilities offered by HEP

Current Practice

- Lecture Theaters / Lecture Halls
- Moot Court
- Legal Aid Centres
- Library
- Collaborative Classrooms or Lecture Capture Classrooms
- Discussion / Seminar rooms

Proposed Transformations

- Virtual classroom
  - Google Hangouts
  - Youtube Live
  - WizIQ
  - Augmented Reality
  - Virtual Reality
- Learning takes place outside the physical classroom

Conclusion

- HEP providing legal education need to keep abreast with the emergence of 4IR>

- Students can still read law but without having the need to be present on campus

- 4IR allows lecturers to teach and students to learn in real-time, face-to-face but via internet-enabled technology devices.

- Assessment can be provided pre, during and post online learning session.

- 4IR offers more flexibility over a traditional learning.
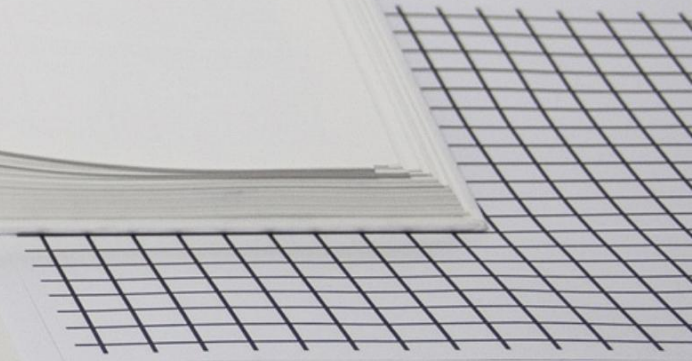
TRANSFORMING THE LEGAL EDUCATION IN THE ERA OF IR 4.0

Thank you

TRANSFORMING THE LEGAL EDUCATION IN THE ERA OF IR 4.0

Puteri Sofia Amirnuddin*
Taylor's Law School, Taylor's University

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Ahmad Ibrahim Kulliyyah of Laws, International Islamic University Malaysia

Ashgar Ali Ali Mohamed
Ahmad Ibrahim Kulliyyah of Laws, International Islamic University Malaysia

ABSTRACT

The recent technological advances trigger the emergence of the Industry Revolution 4.0 (IR 4.0) which is very dynamic and progressive to the extent most of the major industries in the world have no option left but to transform the industry accordingly in order to adapt to the changes in the IR 4.0 era. Hence, this paper aims at exploring how the legal education offered at higher learning institutes can be transformed to be in line with the IR 4.0 in an efficient manner by maintain the quality. Tertiary education system should catch up with this progress to ensure that modern legal education would be fully modified and concurrent with it. So far, there is a significant delay in transforming legal educational services offered at universities, colleges and other higher learning institutes with regard to fields of study, subjects offered, teaching methods; assessment methods, among others. Despite the fact that it is complex, for the time being, to transform the legal education to be in line with the IR 4.0, it will benefit the society unprecedentedly for long run as it is the "game changer" of this era.

INTRODUCTION

In recent years, there have been much interest on disruptive technologies and disruptive innovations on various industries as a result of the Fourth Industrial Revolution. The Higher Education Providers are not an exception as the education industries are also one of the industries that are being disrupted[1]. In light of this, it is imperative for Higher Education Providers to consider on the future of the legal education whether remaining status quo would be sufficient for the future law graduates or whether a transformation in the legal education is needed in order to ride along the waves of the fourth industrial revolution.

HIGHER EDUCATION PROVIDERS IN MALAYSIA

In Malaysia, there are approximately 20 universities and colleges offering law programmes such as Bachelor of Laws, Master of Laws and Doctor of Philosophy (Law) programmes. The Higher Education Providers offering law programmes include public universities, private universities, private university colleges, foreign university branch campuses and colleges as listed below:

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[1] Ray Schroeder, 'Disrupting the Disrupters', (Inside Higher Ed, 9 January 2019) <https://www.insidehighered.com/digital-learning/blogs/default/online-education-was-disruptive-force-25-years-ago-now-it-being> accessed on 26th October 2019

Table 1: List of Higher Education Providers offering law programmes in Malaysia

Public Universities	Private Universities	Private University Colleges	Foreign University Branch Campus. in Malaysia	Colleges
International Islamic University Malaysia	Taylor's University	University College of Islam Melaka	University of Reading Malaysia	Brickfields Asia College
University of Malaya	Multimedia University	International Islamic University College Selangor		Advance Tertiary College
National University of Malaysia	HELP University			Seri Stamford College Sdn Bhd
MARA University of Technology	INTI International University			UOW Malaysia KDU College
Universiti Utara Malaysia	Management and Science University			SEGi College
Universiti Sains Islam Malaysia				
Universiti Sultan Zainal Abidin				

List of Public Universities

International Islamic University Malaysia

International Islamic University Malaysia (IIUM) is located in Gombak, Selangor and the University offers various foundation, undergraduate, postgraduate and short courses programmes. The programmes offered include Foundation in Law, Bachelor of Laws (LL.B)(Honours), Bachelor of Laws (Shari'ah)(Honours), Master of Comparative Laws (MCL), Master of Laws (Islamic Banking & Finance) and also PhD in Law[2].

University of Malaya

University of Malaya (UM) is located at Kuala Lumpur and the University offers various programmes which include foundation, diploma, postgraduate diploma, undergraduate and postgraduate programmes. The programmes offered include Bachelor of Jurisprudence (External), Bachelor of Laws, Master of Laws, Master of Criminal Justice, Master of Commercial Law, Master of Legal Studies and also PhD in Law[3].

National University of Malaysia

National University of Malaysia (UKM) is located at Bangi, Selangor and the University offers various programmes which include pre-university programme (ASASIpintar), postgraduate diploma, undergraduate and postgraduate programmes. The programmes offered include Bachelor of Laws(LL.B)(Honours)[4], Master of Laws and PhD in Law[5]. The

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[2] International Islamic University Malaysia, 'Programmes' <http://www.iium.edu.my/> accessed on 26th October 2019

[3] University of Malaya, 'Academics' <https://www.um.edu.my/academics> accessed on 26th October 2019

[4] Universiti Kebangsaan Malaysia, 'Undergraduate' < https://www.ukm.my/portal/undergraduate/> accessed on 26th October 2019

specializations for Master of Laws include Comparative Labour Law and Industrial Relations, Child Law, Comparative Family Law, Islamic Financial System, Islamic Criminal Law, Comparative Constitutional Law, Advance Intellectual Property Law, Law of Information Technology, Law of Information Technology, Law of Corporate Crime, International Law of the Sea, Medical Law, Legal Research Methodology, International Economics Law, Advance Company Law, Gender and Law, Law of Securities Regulations, Advance Law of the Sale of Goods, Comparative Administration Law, Advanced International Trade Law, International Law & Third World, Insolvency Law, International Human Rights Law, Competition Law, Heritage Law, Advance Tourism Law, Advance International Law & Indigenous People, Migration Law, International Development Law, Coroners Law, Advance Sports Law, Advance Takaful Law, Islamic Security Law, Advance Evidence Law and Water Law.[6]

MARA University of Technology

MARA University of Technology (UiTM) is based in Shah Alam, Selangor and the University offers pre-diploma, foundation, undergraduate and postgraduates programmes. The programmes offered include Foundation in Law[7], Bachelor of Laws, Master of Laws and PhD in Law.[8]

Universiti Utara Malaysia

Universiti Utara Malaysia (UUM) is based in Sintok, Alor Setar and the University offers foundation, undergraduate and postgraduate programmes. The programmes offered include Bachelor of Laws[9], Master of Laws, Master of Commercial Law, Master of Corporate Law, Master of Human Resource Law and PhD in Law[10].

Universiti Sains Islam Malaysia

Universiti Sains Islam Malaysia (USIM) is based in Nilai, Negeri Sembilan and the University offers foundation, undergraduate and postgraduate programmes. The programmes offered include Tamhidi (Foundation) of Shari'ah and Law, Bachelor of Law and Shariah with Honours (LL.B and Shariah)(Honours)[11], Master of Laws, Master of Shariah, Master of Comparative Law, Master of Laws (International Law) and PhD in Shariah and Judiciary.[12]

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[5] Universiti Kebangsaan Malaysia, 'Postgraduate' <https://www.ukm.my/portal/postgraduate/> accessed on 26th October 2019

[6] Universiti Kebangsaan Malaysia, 'Master-Law' <https://www.ukm.my/portal/master/master-law/> accessed on 26th October 2019

[7] UiTM, 'Welcome to Centre of Foundation Studies' < https://asasi.uitm.edu.my/web/> accessed on 26th October 2019

[8] UiTM, 'Social Sciences and Humanities' <https://ipsis.uitm.edu.my/v2/index.php/programmes/research/42-social-science-humanities>
accessed on 26th October 2019

[9] Universiti Utara Malaysia, 'Undergraduate' <http://www.uum.edu.my/admissions-uum/undergraduate/local/bachelor-of-law.html> accessed on 26th October 2019

[10] Universiti Utara Malaysia, 'Postgraduate' <http://www.uum.edu.my/index.php/admissions-uum/postgraduate/law> accessed on 26th October 2019

[11] Universiti Sains Islam Malaysia, 'Undergraduate Studies' <https://www.usim.edu.my/admission/undergraduate-studies> accessed on 26th October 2019

[12] Universiti Sains Islam Malaysia, 'Graduate Studies' <https://www.usim.edu.my/admission/graduate-studies> accessed on 26th October 2019

Universiti Sultan Zainal Abidin

Universiti Sultan Zainal Abidin (UniSZA) is based in Kuala Terengganu, Terengganu and the University offers foundation, diploma, undergraduate and postgraduate programmes. The programmes include Diploma in Law, Bachelor of Laws (LL.B)(Honours), Bachelor of Laws (International Relations)(Honours), Master of Laws, Master in International Relations, PhD in Law.[13]

List of Private Universities

Taylor's University

Taylor's University is based in Subang Jaya, Selangor and the University offers pre-university, foundation, diploma, undergraduate and postgraduate programmes. The programmes offered include Bachelor of Laws, Master of Laws and PhD in Law programmes.[14] Taylor's University is a modern and progressive private university having pride in its diverse study options and innovative teaching and learning methods that is catered to 21st century learners.[15]

There are 3 pathways for a student to obtain a Bachelor of Laws (LL.B) degree at Taylor's University. The first pathway allows a student to obtain a home-grown degree law degree by completing 3-year studies at Taylor's University. The home grown degree is unique as it offer a dual jurisdiction enabling students to learn Malaysian law as well as the Law of England and Wales. The home-grown degree is full blown MQA accredited degree and recognized by the Malaysia Legal Profession Qualifying Board hence law graduates are able to pursue for the Certificate in Legal Practice (CLP) after obtaining their law degree at Taylor's University.[16]

Alternatively, students can opt for 1+2 or 2+1 pathways under the Overseas Articulation Options to complete their Bachelor of Laws (LL.B) with their articulation partner university in the United Kingdom. The former pathway means that the student can study one year at Taylor's University and choose to complete the remaining two years of their Bachelor of Laws study in their chosen Taylor's University's UK partner university. The latter patway means that the students can opt to study two years at Taylor's University and complete their final year at United Kingdom. There are seven UK partner universities which include University of Reading, University of Manchester, University of Sheffield, University of Leeds, Cardiff University, University of Liverpool and University of the West of England, Bristol. Upon completing the law degree at the chosen UK partner university, the graduates have the opportunity to either sit for the Bar Professional Training Course (BPTC) in the United Kingdom or to pursue for the Certificate in Legal Practice (CLP) in Malaysia.

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[13]   Universiti Sultan Zainal Abidin, 'Programmes and Courses' <https://www.unisza.edu.my/index.php?option=com_content&view=article&id=1641&Itemid=842&lang=ms> accessed on 26th October 2019
[14]   Taylor's University, 'Taylor's Law School', <https://university.taylors.edu.my/en/study/undergraduate/law.html> accessed on 26th October 2019
[15]   Taylor's University, 'Bachelor of Laws (LL.B), <https://university.taylors.edu.my/en/study/undergraduate/law/bachelor-laws.html>
 accessed on 26th October 2019
[16] Ibid

Multimedia University

Multimedia University (MMU) is a private university having three campuses located in Melaka, Cyberjaya and Johor. The University offers variety of programmes which includes foundation, undergraduate and postgraduate programmes. The programmes offered include Foundation in Law, Bachelor of Laws (Honours)[17], Master of Laws and PhD in Law.[18]

HELP University

HELP University is based in Bukit Damansara, Kuala Lumpur and the University offers foundation, diploma, undergraduate and postgraduate programmes. The programmes offered include Bachelor of Laws (LL.B)(Honours) and UK Degree Transfer Programme. The Bachelor of Laws (LL.B)(Honours) is a home-grown degree programme which can be completed entirely at HELP University.[19] The LLB degree programme is recognized by the Malaysia Legal Profession Qualifying Board hence law graduates are able to sit for the Certificate in Legal Practice (CLP).[20]

The UK Degree Transfer Programme (Law) at HELP University is an alternative option for students to pursue a law degree at HELP University UK partner universities. Their UK partner universities include University of Manchester, University of Sheffield, University of Leeds, Cardiff University, University of Liverpool, Aberystwyth University, University of the West of England, Bristol, Northumbria University and the University of Hertfordshire.[21] Students who opted for UK Degree Transfer Programme (Law) will be able to transfer to HELP University's UK partner universities or other universities in the United Kingdom (on a case-to-case basis) to read for an undergraduate Bachelor of Laws (LL.B)(Honours) degree.[22]

INTI International University

INTI International University is based in Nilai, Negeri Sembilan and the University offers various programmes such as foundation, diploma, undergraduate and postgraduate programmes. The programmes offered include Bachelor of Laws programme under the UK Degree Transfer Programme (Law). The Bachelor of Laws programme at INTI International University provides the flexibility to transfer to universities in United Kingdom and Australia under 1+2, 2+1 or 2+2 arrangement.[23]

Management and Science University

Management and Science University (MSU) is based in Shah Alam, Selangor and the University offers various programmes such as foundation, diploma, undergraduate and postgraduate programmes. The programmes include Foundation in Law and Bachelor in Law

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[17] MMU, 'Law' <https://www.mmu.edu.my/melaka/undergraduate-melaka/law/> accessed on 26th October 2019
[18] MMU, 'By Research', <https://www.mmu.edu.my/melaka/postgraduate-melaka/research-postgraduate-melaka/> accessed on 26th October 2019
[19] HELP University, 'Bachelor of Laws' <https://university.help.edu.my/course/bachelor-of-laws-hons/> accessed on 26th October 2019
[20] Ibid
[21] HELP University, 'Bachelor of Laws' <https://university.help.edu.my/course/bachelor-of-laws-hons/> accessed on 26th October 2019
[22] Ibid
[23] INTI International University & Colleges, 'UK Degree Transfer Programme (Law)', <https://newinti.edu.my/programme/uk-degree-transfer-programme-law/> accessed on 26th October 2019

and Commerce (Honours).[24] The combination of law and commerce allows students to gain knowledge on business elements such as accounting, finance, economic and management.[25]

List of Private University Colleges

University College of Islam Melaka

University College of Islam Melaka (KUIM) is a private higher learning institution wholly owned by the State Government of Melaka.[26] KUIM is based in Kuala Sungai Baru, Melaka and it offers various programmes such as foundation, undergraduate and postgraduate programmes. The programmes offered include Diploma in Shariah Law and Bachelor in Shariah Law.[27]

International Islamic University College Selangor

International Islamic University College Selangor (KUIS) is a higher tertiary institution fully owned by Selangor Islamic Council (MAIS) which was established under the Private Higher Education Institution Act 1996.[28] KUIS is based in Bandar Seri Putra, Selangor and it offers various programmes such as foundation, diploma, undergraduate and postgraduate programmes. The programmes offered include Diploma in Islamic Studies (Shariah), Diploma in Shariah and Islamic Law, Bachelor of Syariah with Law (Honours), Bachelor of Syariah with Muamalat (Honours), Master in Syariah (Management) and Master in Shariah Law.[29]

List of Foreign University Branch Campus in Malaysia

University of Reading Malaysia

University of Reading Malaysia (UoRM) is the first overseas campus of the University of Reading in the United Kingdom to be established in Malaysia. UoRM is based in Educity Iskandar Johor and it offers wide range of programmes at foundation, undergraduate and postgraduate level. The programmes offered include Bachelor of Laws programme offering its first intake in September 2019. The programme provides opportunity for students to study the University of Reading Bachelor of Laws degree in Malaysia which provides the same degree as awarded on the UK campus.[30]

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[24] MSU, 'Find Your Programme', <https://www.msu.edu.my/programme> accessed on 26th October 2019

[25] MSU, 'Bachelor in Law and Commerce (Hons)', <https://msu.edu.my/faculty-business-management-professional-studies/bachelor-law-commerce.php> accessed on 26th October 2019

[26] University College of Islam Melaka, 'About KUIM', <http://kuim.edu.my/v3/index.php/en/about-kuim/profile/introduction> accessed on 26th October 2019

[27] University College of Islam Melaka, 'Programmes Offered', <http://kuim.edu.my/v3/index.php/en/programmes-offered> accessed on 26th October 2019

[28] International Islamic University College Selangor, 'Pengenalan' <http://www.kuis.edu.my/v4/info-kuis/latar-belakang/pengenalan> accessed on 26th October 2019

[29] International Islamic University College Selangor, 'Program Pengajian' <http://fsu.kuis.edu.my/> accessed on 26th October 2019

[30] University of Reading Malaysia, 'Launch of Law Degree at University of Reading Malaysia campus', <https://www.reading.edu.my/news/473-launch-of-law-degree-at-university-of-reading-malaysia-campus> accessed on 26th October 2019

The University of Reading Bachelor of Laws degree is recognized by the Legal Professional Qualifying Board (LPQB) which allows the students to sit for the Certificate in Legal Practice (CLP) examination.[31] The Bachelor of Laws degree offered at the University of Reading Malaysian Campus is subject to MQA Full Accreditation and will be in line with the MQA programme standards and the requirements of the Legal Profession Qualifying Board.[32]

Colleges

Brickfields Asia College

Brickfields Asia College (BAC) is a private college having two campuses located in Brickfields and Petaling Jaya. BAC was established in 1991 and offers various programmes such as pre-university, undergraduate and postgraduate programmes. BAC also offers Certificate in Legal Practice (CLP) course. Students who choose to read law under the Bachelor of Laws programme at BAC can choose study under the University of London International Programmes. Under the University of London Bachelor of Laws International Programme, students can study law for 3 years locally at BAC and will receive the parchment from the University of London.

BAC also offers transfer programme where students can read law at any of the 15 UK universities partnered with BAC. The list of UK universities to study Bachelor of Laws include University of Essex, Oxford Brookes University, Aberystwyth University, University of Hertfordshire, Nottingham Trent University, Cardiff University, University of East Anglia, Northumbria University, University of Liverpool, University of Reading, Queen's University, Belfast, University of Manchester, University of Hull, University of Leicester and University of Exeter.[33] Depending on the university chosen, students need to opt for the UK Transfer Degree Programme (Law).[34]

Advance Tertiary College

Advance Tertiary College (ATC) was established in 1987 and it offers various programmes which include pre-university, undergraduate and postgraduate courses. The programmes relating to law include University of London Bachelor of Laws Programme and Certificate in Legal Practice (CLP) course[35]. Under the University of London Bachelor of Laws International Programme, students can study law locally for 3 years at ATC and will receive the parchment from the University of London.

Seri Stamford College Sdn Bhd

Seri Stamford College was set up in 1950 and it offers a variety of programmes which include pre-university, diploma, undergraduate and postgraduate programmes.[36] The programmes relating to law include Diploma in Law and University of London Bachelor of

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[31] Ibid

[32] Ibid

[33] Brickfields Asia College, 'Law Programmes', <https://www.baccollege.edu.my/law/> accessed on 26th October 2019

[34] Ibid

[35] Advance Tertiary College, 'Courses', <https://www.atc2u.edu.my/our-courses/> accessed on 26th October 2019

[36] Seri Stamford College Sdn Bhd, 'Programmes', <http://www.stamford.edu.my/cms.php?content_id=11> accessed on 26th October 2019

Laws Programme.[37] Under the University of London Bachelor of Laws International Programme, students can study law for 3 years locally at Seri Stamford College Sdn Bhd and will receive the parchment from the University of London.

OUW Malaysia KDU College

OUW Malaysia KDU College is based in Damansara Jaya, Petaling Jaya and it offers various programmes such as pre-university, diploma, undergraduate and postgraduate programmes. The programmes include Bachelor of Laws (LL.B) (3+0) University of London International Programme and Bachelor of Laws (LL.B) (2+1) Oxford Brookes University, Twinning Programme.[38] Under the University of London Bachelor of Laws International Programme, students can study law for 3 years locally at OUW Malaysia KDU College and will receive the parchment from the University of London.

Under the Bachelor of Laws (LL.B) (2+1) Oxford Brookes University, Twinning Programme, students will study law at OUW Malaysia KDU College for the first two years and will complete the final year at Oxford Brookes University in the United Kingdom.

SEGi College

SEGi College is based in Kuching, Sarawak and it offers a variety of programmes which include pre-university, diploma and undergraduate programmes. The programmes relating to law include Diploma in Law and Bachelor of Laws (LL.B) (Honours).[39]

SEGi College Sarawak offers a home-grown Diploma in Law where a student can then read law at University of Hertfordshire in the United Kingdom in their final year.[40] Upon the completion of the Bar Professional Training Course (BPTC), law graduates are qualified to practice in the United Kingdom after being their admission as a barrister. There is also an option for the graduates to return to Malaysia and sit for the Certificate in Legal Practice (CLP). Upon successful completion of the CLP examinations, graduates can perform their pupillage in Sabah, Sarawak or West Malaysia in order to be admitted into the High Court of Sabah & Sarawak or High Court of Malaya.

Alternatively, a student can read law under the University of London International Programmes where a student can study law for a period of 3 - 6 years at SEGi College Sarawak.[41]

STRUCTURE OF BACHELOR OF LAWS PROGRAMME

The structure of the Bachelor of Laws programme usually comprises a combination of core, elective and compulsory core ('also known as Mata Pelajaran Umum'[42]) modules introduced

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[37] Ibid

[38] UOW Malaysia KDU College, 'Find your programme' <https://uowmkdu.edu.my/programmes/find-your-programme/> accessed on 26th October 2019

[39] Segi University & Colleges, 'Programme Search', <https://www.segi.edu.my/study-with-us/?keyword=&specialization=law> accessed on 26th October 2019

[40] SEGi College Sarawak, 'The Only Law Programmes in East Malaysia', <https://www.segi.edu.my/images/uploads/pdf/law-pdf-segi-group-of-colleges.pdf> accessed on 26th October 2019

[41] Ibid

required by the Malaysian Ministry of Education. The core modules include Law of Contract, Law of Tort, Constitutional Law, Criminal Law, Land Law and Equity & Trusts. Students who are reading law must pass all of the 6 core modules in order to be qualified to sit for the Certificate in Legal Practice (CLP) examinations.[43] Depending on the choice of university, students can choose the elective modules from a wide array of module lists provided by the respective university. The duration to complete a law degree is a typically 3 academic years with an exception where students opt for a complementary study such as extension, minor, second major or additional electives which can extend the duration of the study up to 4 to 5 years.

COMMON FACILITIES PROVIDED BY HIGHER EDUCATION PROVIDERS

Most of the law faculties in the Malaysian Higher Education Providers are equipped with various learning facilities in order to enrich students' learning experience at their respective institutions. The common facilities provided at a Malaysian Higher Education Providers include lecture theatres, moot courts, legal aid centres, libraries, collaborative classrooms and discussion/seminar rooms. The facilities are provided with the intention to create an environment for learning which supports the practical application of knowledge.[44]

Lecture Theatres

Lecture theatres are large rooms usually designed for lectures with tiered seating. Lecture theatres are different from the traditional classroom seating arrangements. They are designed for a large group of students, providing each student seated either at the front or at the back with excellent visibility of the main stage, platform or lecturer's table.

Moot Court

Moot court is one of the prominent facilities that will be provided the Higher Education Providers specifically for law students. The reason is because moot court play an important role for providing law students with a simulated experience of being in a real courtroom. Since the early 1890s, moot courts were considered as an important feature for law students to prepare briefs and argued cases.[45] Law students will be exposed to mooting which is an activity that replicate the atmosphere in a court room by requiring students to present their side of each case at an appeal level based on a fictitious lawsuit before a panel of appointed 'judges'.[46] The judges are usually the law lecturers, invited lawyers or sometimes can even be retired judges.

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[42] Jabatan Pendidikan Tinggi, 'Buku Garis Panduan Mata Pelajaran Umum (MPU) Edisi Kedua', <http://jpt.mohe.gov.my/portal/penerbitan/garis-panduan-mata-pelajaran-umum-mpu-edisi-kedua/buku-garis-panduan-mata-pelajaran-umum-mpu-edisi-kedua> accessed on 26th October 2019.

[43] Legal Profession Qualifying Board, 'Entry Requirements for the CLP examination', <http://www.lpqb.org.my/index.php?option=com_content&view=article&id=130&Itemid=77> accessed on 26th October 2019

[44] Jason Turner, Puteri Sofia Amirnuddin and Harmahinder Singh, 'University Legal Learning Spaces Effectiveness in Developing Employability Skills of Future Law Graduates' (2019) 16 (1) Malaysia Journal of Learning and Instruction 49 at 52

[45] P.A. Joy, 'The uneasy history of experiential education in US law schools' (2018) 122 Penn State Law Review 551

[46] B. K. Bucholtz, M. A. Fray and M. L. Tatum, *The Little Black Book: A Do-It-Yourself Guide for Law Student Competitions* (Durham DC: Carolina Academic Press, 2002)

Legal Aid Centres

Legal aid centres are considered one of educational spaces for law students to bridge the gap between the theory taught in class and its practice.[47] Some law faculties have established legal aid centres to provide legal services and legal assistance to disadvantaged communities who have limited financial access to practicing lawyers in the law firms.[48] By exposing students to legal aid centres, it will enable students to gain real-life experience with real clients and with real legal issues under the supervision of volunteered practicing lawyers or lecturers.[49] Students will gain various skills by participating in legal aid which include communication, problem solving, counselling, negotiation and research skills.

Libraries

Most Higher Education Providers in Malaysia are equipped with libraries in order to provide law students with a learning space where they can get engaged with literature[50] and also to collaborate with other students.[51] Law students will be able to develop their research skills through independent and/or collaborative learning while conducting legal research in the library.[52]

Collaborative Classrooms

Apart from learning law in lecture theatres, there are also collaborative classrooms designed by the Higher Education Providers for new generation of learners. The use of collaborative classrooms have the capability to develop law students' creativity skills, team work skills and also confidence when they are assigned with activities during lectures or tutorials. The manner in which the collaborative classrooms are designed allows law students to learn to delegate tasks and take charge of their learning whilst being monitored by lecturers.

Discussion / Seminar Rooms

Discussion or seminar rooms are smaller rooms as compared to lecture theatres but are similar equipped with a projector, Wi-fi and whiteboards. The size of the discussion or seminar rooms varies from one room to another room depending on the purpose assigned for each room. The arrangement of the discussion or seminar rooms also varies from a classroom setting, U-shaped seating or Parliamentary seating.

TRANSFORMING LEGAL EDUCATION

Legal education in the fourth industrial revolution is a complex but yet exciting opportunity which can transform the future law graduates for the better. The massive proliferation of

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[47] J.D. Lawton, 'Teaching Social Justice in Law Schools: Whose Morality Is It? (2017) 50 (3) Indiana Law Review 813

[48] S.A Rosenbaum, 'Beyond the Fakultas' Four Walls: Linking Education, Practice and the Legal Profession' (2014) 23 Pacific Rim Law & Policy Journal 395

[49] Jason Turner, Puteri Sofia Amirnuddin and Harmahinder Singh, (no.44) at 54

[50] C. Wilders, 'Predicting the Role of Library Bookshelves in 2025' (2017) 43 (5) The Journal of Academic Librarianship 384

[51] W. Ellison, 'Designing the Learning Spaces of a University Library' (2016) 117 (5/6) New Library World 294

[52] W. M. Sullivan, A. Colby, J.W. Wegner, L. Bond and L.S. Shulman, *Educating lawyers: Preparation for the Profession of Law* (1st edn, San Francisco: Jossey-Bass, 2007)

artificial intelligence, BigData, cloud computing, affordable mobile devices and Internet broadband connectivity are offering a new way of educating students[53] that will eventually disrupts the current system of legal education. The new way of educating law students will revolutionize the legal education where law students are no longer required to be on campus to read law. With the speed of the Internet and various technological tools, learning can still take place regardless of the time and location. In the era of fourth industrial revolution, technological innovations are predicted to bring radical change to the legal education and it can already be felt with the use of Massive Open Online Courses (MOOCs). The latter is an online platform that allows universities, colleges and educators to create, design and deliver their modules via the Internet. Students can still study law and acquire new skills through online learning.

The online delivery is not limited to learning as more often than not, when a disruption takes place, it essentially changes the blueprint of an organization.[54] With the support of the various stakeholders involved in the education institutions, legal education can still be delivered holistically by introducing a more innovative and technology-friendly system. The transformation of the legal education can take place in a form of administration, teaching delivery and methods, subjects offered, assessment methods and facilities offered.

Administration

Prior to enrolling into a programme at a University, the current practice requires students to complete their registration process and this is usually done electronically. Most of the Higher Education Providers are equipped with online facilities when it comes to registration as it promotes ease of processes. Upon successful enrolment, students will be guided by the administrative staff, typically during orientation day, on how to manage their student portal. Students are provided with a username and password to perform their enrolment, subjects registration, payment and other academic and non-academic matters. However, the existing practice is not without flaws. Technical errors, delay in replying students enquiries and not-so-friendly webpage are causing frustrations amongst the students. In order to increase students' confidence towards the transformation of the legal education, the education institutions need to satisfy students' needs at the ground level starting from the administration level. Once the changes in the administrative levels have been met, the education providers can provide effective online legal education from students' first day of online enrolment until the completion of his or her study.

Teaching Methods and Delivery

Given the fact that the education industry are being disrupted and that law practices are operating in a disruptive market as well, it is pertinent for the law faculties to take a step forward to enhance the teaching methods and delivery. The introduction of technology to the teaching methods an delivery are becoming increasingly important to prepare law students for future employment. The traditional law instructions such as one-way lecturing and students to memorize cases and statutory provisions are becoming a fading fashion.[55] In order to place

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[53] Bo Xing and Tshilidzi Marwala, 'Implications of the Fourth Industrial Age for Higher Education' (2017) 73 The Thinker 10. Available at <https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3225331> accessed on 27 October 2019

[54] Ibid

[55] Mutaz M. Qafisheh and Stephen A. Rosenbaum, *Experimental Legal Education in a Globalized World : The Middle East and Beyond* (Newcastle upon Tyne: Cambridge Scholars Publishing, 2016)

students' needs at the heart of education institutions, it would be great if lecturers can incorporate various teaching and learning activities over course management system (CMS). Most of the education providers have adopted various course management systems (CMS) such Moodle, Blackboard, Schoology, SAP Litmos, TalentLMS and many others. Students will access the respective module page on CMS in order to obtain access to the relevant learning materials uploaded by their lecturers. The ease of access to download the learning materials has resulted in CMS to be the most adopted educational technologies in higher education.[56]

Due to the common usage of CMS, the education providers can consider two options to enrich law students' learning via online. The first option is for law faculties to consider reducing the face-to-face teaching hours and to replace the hours with learning over CMS by getting the students to interact with lecturers over the module page on CMS or to view pre-recorded lectures. This will allows students to use the extra time to collaborate with students on a research project or assignment and get in touch with their lecturers over CMS regardless of their locations. The students will also have the opportunity to learn law at their own pace, but viewing the pre-recorded lectures as many times as they want until they have fully grasp on the content covered.

The second option is a more advanced option for a more advanced law faculty whereby the face-to-face learning will be replaced with fully online law courses. The teaching and learning will take place completely on CMS and the lecturers are provided with the autonomy to adopt various interactive contents to engage with the students. The content of the CMS for each module will contain either pre-recorded lectures on CMS for each topic or live lectures depending on the creativity of the lecturers. Lecturers can utilize H5P[57] contents to assess students' understanding for each video uploaded on CMS. This way, the lecturers will be able to monitor students' activity, performance and understanding through the completion of H5P activities on the relevant topics.

In addition to that, one University has taken one step ahead in introducing learning law via augmented reality (AR).[58] The adoption of AR allows students to combine virtual data with the real environment to learn law outside the classroom.[59] The use of AR in learning law will encourage law students to explore online resources to find solutions to real issues which will subsequently develop their problem-solving, critical, cognitive and independent learning skills.[60] By familiarizing themselves with the use of AR, the students can provide new perspectives to legal problems due to their exposure in AR technology in their future world of work.

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[56] Richard E. West, Greg Waddoups and Charles R. Graham, 'Understanding the Experiences of Instructors as They Adopt a Course Management System' (2007) 55 Education Tech Research Dev 1 at 2

[57] 'H5P' is an abbreviation for HTML5 Package. H5P contents include interactive videos, interactive presentations, quizzes and many other features. It is responsive and mobile-friendly.

[58] Jason Turner, Puteri Sofia Amirnuddin and Harmahinder Singh (no.44) at 52

[59] R. Azuma, 'A survey of augmented reality' (1997) 6 (4) Presence: Teleoperators and Virtual 355, J. Carmigniani and B. Furht, 'Augmented Reality: An Overview' in B. Furht (Ed.), *Handbook of Augmented Reality* (New York, NY: Springer, 2007) and E. Klopfer and K. Squire, 'Environment Detectives: The Development of an Augmented Reality Platform for Environmental Simulations' (2008) 56 (2) Educational Technology Research and Development 203

[60] Puteri Sofia Amirnuddin, 'Redesigning Formative Assessments for Land Law using AR' in F.A. Ghaffar and F. D. Yusop (eds.), *Redesigning Assessment for Holistic Learning: A Quick Guide for Higher Education* (ADEC: University of Malaya Press, 2018) and H. Serin, 'Augmented Technologies in the Education: AR apps' (2017) 7 (2) Journal of Educational Sciences and Psychology 4

Subjects Offered

The Malaysia Qualifications Agency has provided in its Programme Standards for Law and Shariah Law that the requirement for Bachelor of Laws degree without the professional year shall be taught with a minimum credits of 120 credits whereas for programmes with the professional years, it shall be a minimum of 160 credits.[61] The list of core modules are not specified in the Programme Standards but in order to comply with the requirements provided by the Legal Profession Qualifying Boards, students are required to sit and pass the examinations for six compulsory modules to be qualified for the Certificate in Legal Practice examinations.[62]

Most institutions will offer a combination of core modules, elective modules and internship programme for their respective Bachelor of Laws degrees. The structure of the Bachelor of Laws programme at each institution varies in terms of the semesters offered and also subjects offered. Some institutions designed their Bachelor of Laws programme to be taught across one semester a year. For example, one institution may only accept an intake in September of each year only. On the other hand, there are some institutions that offer their law degree programmes across two or three semesters a year. Some institutions offer two intakes a year such as in March and September in each year and there are institutions that offer three intakes a year namely in January, March and September in each year. Despite the varieties of structure for the Bachelor of Laws programme, it is common for law students to complete the programme in a period of 3 years.

The current practice on the structure of the Bachelor of Laws programmes provided by the institutions have never been questioned particularly when the institutions have obtained accreditation from the Malaysian Qualifications Agency. Nevertheless, it is wise to consider the effect of the fourth industrial revolution in the education industry where the fusion of technologies has narrowed the gaps between physical and digital spheres. The democratization of technology has created extraordinary levels of innovation and efficiency promoting massive flows of digital information on an unprecedented scale. In light of this, it is perhaps the time to consider new innovations pertaining to the structure of the Bachelor of Laws programmes. Given the fact that the legal firms are shifting towards a new business models, it is apt for the law schools to adapt to the changes so that the legal education and the legal profession will embrace the disruptive force of the technological changes hand-in-hand.[63] Law Schools can consider to move away from the traditional models of providing legal education to offer a programme that is cost-effective, more efficient and accessible. Instead of offering core modules across two semesters, law schools can consider to offer the modules in a single semester thereby reducing the span of completing a law degree in less than 3 years.

For example, the Law of Contract I and the Law of Contract II can be converted into 'Law of Contract' which covers all the relevant topics in one semester. The transformation can be

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[61] Malaysian Qualifications Agency, *Programme Standards: Law and Shariah Law* (2nd edn, 2015) 22

[62] Legal Profession Qualifying Board, 'Entry Requirements for the CLP examination', <http://www.lpqb.org.my/index.php?option=com_content&view=article&id=130&Itemid=77> accessed on 26th October 2019

[63] Mark A. Cohen, 'How Will Legal Education And Training Keep Pace With Change? (Forbes, 10 Sept 2018) <https://www.forbes.com/sites/markcohen1/2018/09/10/how-will-legal-education-and-training-keep-pace-with-change/#36e7c9fa7055> accessed on 29th October 2019.

made possible by encouraging academics for each module to upload pre-recorded lectures covering for all topics that usually covered in two semesters into one semester. The transformation is not to be done overnight but the institutions can provide a specified duration for the lecturers to convert their modules for the upcoming future intakes. For a lecture that takes 2 hours of face-to-face lecture, the pre-recorded lecture can be designed to be in 20-minute length covering all relevant key points. The pre-recorded lectures will encourage self-learn and life-long learning where students can learn at their own pace by providing them with a room to rewind the pre-recorded lecture or fast forward to a particular sub-topic.

With regard to the structure of the programme, there are two options where the law schools can consider. First option is for the law school to allow students to enrol for one module until the successful completion of the activities in that particular module before allowing students to enrol into the second module. The process is repeated until students have completed all modules for the single semester. In order to cater to various students' needs, the institutions can also curate the structure of the law programme based on the students' learning ability. The second option is for the law school to allow students to take four or more modules in a single semester until all core courses are done. The aim of the variations in the structure of the modules offered is to fill the gaps of the future demands of the future consumers (namely the future law students). The disruptive changes that brought by the fourth industrial revolution will require law schools to be more flexible in designing the structure of the law programmes. Given the fact that the future law students are already tech-savvy and becoming more technological advanced, their learning abilities will be much ahead as compared to students enrolling into the law programme a decade ago.

Assessment Methods

The notion of transforming the legal education also call for changes to be made towards the traditional assessment methods in assessing students' level of understanding in each module. The Malaysian Qualifications Agency has provided a guideline pertaining to the assessment methods which states that the assessment must contain continuous and final assessments.[64] The guideline specified that the continuous assessment can be in a range of 40 − 70% and the final assessment can be in a range of 30 − 60% for the suggested assessment such as collaborative work, final examination, oral assessment, peer review, practical assessment and written assessment.[65] The guideline also provided that the continuous assessment can be in a range of 0 − 100% and the final assessment can be in a range of 0 − 100% for the suggested assessment such as student attachment / placement, projects or academic exercise. The guideline does not provide a restriction in terms of the types of assessment which can or cannot be used in assessing students' level of understanding. The guideline also does not assign the assessment methods for any modules hence the law schools has the liberty to design the relevant assessments for each module.

The most commonly used assessments for Bachelor of Laws programme would include written assignments, oral presentations, class / tutorial participations and final examinations. The choice of assessment is usually selected depending on the particular module and the learning outcomes assigned for each module. Nevertheless, the selections of the typical assessments have always been the same since law programmes were introduced. Academics need to incorporate new ways of assessing students in order to be in line with the new

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[64] Malaysian Qualifications Agency, *Programme Standards: Law and Shariah Law* (2nd edn, 2015) 29
[65] Ibid

structure of the Bachelor of Laws programme. Once the transformation in the structure of the programme has been done, changes need to be made with respect to the continuous and final assessment. Given the fact that the lectures are done by way of pre-recorded lecture in a single semester, the lecturers can opt to utilize H5P activities for each pre-recorded lecture in order to assess students' level of understanding for each video or topic uploaded. The markings for each H5P activity will be done automatically where the system will be able to capture students' correct or wrong answers and also able to provide a summary of all students who have completed the H5P activity within a stipulated time and date. The new way of assessing students via H5P activity will encourage students to re-view the pre-recorded lectures in order to capture a better understanding on the area of law covered in the particular pre-recorded video. The activity will support the justification of having purely online lessons instead of having to attend to lectures physically on campus. The students can view the pre-recorded lectures regardless of their location and still able to attempt the assessment for each video without having the need to be present on campus.

It is understandable that some modules will require students to answer essay questions or provide full written answers on particular factual scenarios. Instead of having students to sit in the classroom or exam hall to provide their written answers, the lecturers can opt to utilize platforms that use artificial intelligence to mark students' answers such as Assessment 21[66] or e-rater[67]. The new way of assessing students' answers will ease lecturers' workload in terms of marking particularly when there is a rise in the student population with the limited number of teaching academics. The use of these platforms will align the means of assessment with modern teaching and learning methods via e-learning platforms. In addition to these two platforms, there are a number of platforms that offer various technologies that can assist lecturers in marking e-assessment even for high level complex summative examinations. Depending on the platforms used, there are 'cheat-proof' technologies provided for the platforms in order to prevent or detect any elements of cheating when attempting the assessments. The concept of using these platforms for marking students' assessment are not a novel approach as it is already been utilized by academics in United States, Australia and China.

With regard to the final examinations, the conventional approach is to require students to sit and attempt the examination questions physically on campus. Moving forward, the education institutions can consider of other manners apart from requiring students to sit for the traditional sit-down examinations for a specified period of time. This would ease the academic and non-academic staff from performing hours of invigilation duty. Students' knowledge and understanding can still be assessed in the final examinations by way of take-home examinations or online final examinations. The latter works in a way where the questions will be released on CMS on a specified day and the students are provided with a specified duration to complete the final examinations (ie 8 hours or 24 hours). The difference between continuous assessment and final examinations by way of take-home examinations is that the latter will test students on their knowledge and understanding for each topic weekly whereas the former will test students on their ability to answer questions based on the relevant laws that have been covered in the single semester.

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[66] Assessment 21, 'Taking e-assessment at the next level' <http://www.assessment21.com/index.html> accessed on 30th October 2019

[67] e-rater, 'About the e-rater scoring engine' < https://www.ets.org/erater/about> accessed on 30th October 2019

Facilities offered by the Higher Education Providers

Studies have shown that facilities offered by the Higher Education Providers in terms of lecture halls, moot court, legal aid centres, library, collaborative classrooms and seminar rooms do not necessarily make a law student more work ready.[68] The facilities provided simply create an environment for learning but having limited cumulative effect with regard to the practical applications.[69] Unless the facilities provided replicate future working environment, then the facilities provided can be said to better prepare students for the world of work.[70] It is understood that the facilities provided are intended to promote an environment where students can network, acquire and disseminate knowledge but it is a high time for education institutions to consider on the effectiveness of the facilities to prepare the future law students for their future world of work. The future students will be the students who are intrigued with the incorporations of new technologies and innovations. They are the ones who are living in an environment which are becoming automated and more systematic hence it is logical for law schools will have to venture into new domains for disseminating knowledge. Against this backdrop, it is proposed for the future law schools to opt for virtual classrooms such as Google Hangouts, YouTube Live, WizIQ, augmented reality and virtual reality where learning takes place outside the physical classroom. The existing facilities can still exist but to be utilized for non-curricular activities by creating an environment to organize law hackathons, legal conferences or legal summits to name a few.

CONCLUSION

It is uncertain what the future holds for the law schools as it depends on the external forces that shape the law, legal education, legal profession and the legal market. Literature has predicted that the future of law schools can be contested as the education institutions are at odds as it can be disrupted by new innovators. One thing is certain is that technology is growing rapidly and the growth dynamics in terms of disruption is constant as each and every day there are new innovations being introduced. Technology can make things that are relevant in the past becomes irrelevant in the future. Hence it is important for Higher Education Providers to take heed of the changes that are and will affect the future state of the legal education. By taking a deep look at the current practices relating to the institutions' administration, teaching methods and delivery, subjects offered, assessment methods and facilities offered and how it can serve the needs of the future students effectively and efficiently, perhaps it is now the best time to consider transforming the legal education that respond to the needs of future law students.

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[68] Jason Turner, Puteri Sofia Amirnuddin and Harmahinder Singh (no.44) at 52 and C. Batt, 'Integrating Experiential Education into the Law School Curriculum' (2015) 7 Elon Law Review 43
[69] Ibid
[70] Ibid