

Clinical Legal Education **GUIDE**

YOUR GUIDE TO CLE COURSES OFFERED BY AUSTRALIAN UNIVERSITIES IN 2011 AND 2012



THE UNIVERSITY OF
NEW SOUTH WALES
KINGSFORD LEGAL CENTRE

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INTRODUCTION & FOREWORD



Welcome to the tenth edition of the *Clinical Legal Education Guide* to courses offered in Australian Universities.

This publication lists clinical legal education courses offered in Australian Universities. It is very heartening to

note that there has been an increase in not only the number of clinical courses available to students, but also the number of universities embracing clinical legal education by offering new courses and clinical components within more traditional law courses. Clinical legal education certainly appears to be gaining momentum as a method of teaching the law, not only in Australia but across the world and the growth appears to partly be occurring in the offerings of internships.

There is a strong demand from students to learn about the law and its impact on disadvantaged communities; critique the law and legal system, as well as reflecting on their role as future lawyers. Clinical legal education provides this and the development of students' legal skills. Embedding experiential education into law schools' curricula is the challenge for clinical academics and practitioners into the future.

In this edition we have again included a section on research undertaken by clinicians in the past couple of years, the breadth of which is extensive. We hope this will provide an easy guide to some of the key issues being examined in clinical legal education in Australia currently. We are pleased to announce a two year research project lead by Associate Professor Adrian Evans of Monash University which will develop standards in clinical legal education in Australia and will begin publishing its findings towards the end of 2011.

We hope to see a growth in clinical legal education over the life of this publication and that this guide makes a positive contribution to this goal.

Associate Professor Anna Cody
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August 2011

AUSTRALIAN NATIONAL UNIVERSITY

DETAILS

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Brief Overview

In 2011-12, the ANU College of Law provides undergraduate clinical and placement programs for students undertaking the LLB and JD degrees; and clinical options for students undertaking the Graduate Diploma of Legal Practice.

Undergraduate Clinical Courses

These courses have the following common objectives:

- to contextualise the study of law and student learning in a wide range of other courses
- to guide and support students in identifying, developing and applying ethical legal practice skills
- to develop students' critical understanding of approaches to legal practice, the roles of lawyers in relation to individual clients and social justice issues
- to encourage and validate student aspirations to promote access to justice and equality before the law'

Practical Legal training (PLT) Clinical Courses

The ANU Legal Workshop provides practical legal training leading to the award of a Graduate Diploma of Legal Practice (GDLP). Students can start the GDLP before completing their LLB although most start after completing their LLB. The GDLP involves Coursework and a Legal Practice Experience (LPE) component involving a placement of 20, 40, 60 or 80 day options. The clinical course (Legal Aid Clinical Program) provides one means of satisfying all/some of the LPE requirements.

Program/Course 1: Clinical Youth Law Program

This course, open to later year LLB and JD students, is based around student participation at the Youth Law Centre ACT (YLC).

The key features:

- 2 semester long courses a year, worth 6 units
- Maximum of 10 students per course
- Three assessable elements: onsite work, seminar contributions and research project
- Students work as supervised paralegals for 12 half days starting in week 2. Students also undertake community legal education including outreach visits.
- The seminar program includes a compulsory 2 day orientation and weekly workshops averaging 2 hours throughout the course. The program includes visits to locations such as ACT Legal Aid, ACT Magistrates Court, ACT Community Legal Centres, Aboriginal and Torres Strait Islander Legal Service
- The research project aims to make a practical and strategic contribution in relation to a youth justice issue, the operation of the YLC and/or the Clinical Youth Law Program.
- Students are supervised and mentored onsite by solicitors working at the YLC i.e. solicitors from ACT Legal Aid
- Each student participates in a mid course and end of course discussion about performance with the onsite Coordinator and the Course Convenor.

Contacts: Coordinator: Colleen Duffy (contact via Youth Law Centre) and Course Convenor Tony Foley,

Additional information: The Youth Law Centre ACT provides legal advice and referral to young people aged 12-25 years in the ACT. Legal issues include: debt, car accidents, consumer, employment, domestic violence, criminal and traffic charges. Web: <http://www.youthlawact.org.au>

australian national university cont'

Program/Course 2: Community Law Clinical Program

This elective course, open to later year LLB and JD students who have completed Property Law and Administrative Law, is based around student participation at the ACT Welfare Rights and Legal Centre.

Key features:

- 12 week course worth 12 units
- 2 courses a year, offered in 1st and 2nd semester
- Maximum of 6 students per course
- Students undertake 2 full days onsite each week for 11 weeks
- Students are supervised onsite by Welfare Rights caseworkers and solicitors and each student is allocated client files and undertakes casework, telephone advice and reception duties.
- Students receive continuous feedback and participate in a mid course feedback meeting
- The concurrent seminar program consists of a compulsory 2 day orientation and one 2 ¼ hr seminar each week.
- Students are assessed on quality of onsite work; seminar participation and a final reflective presentation relating to a legal topic arising from their work during the program.

Additional information: Welfare Rights and Legal Centre is a free Community Legal Service for low income earners in the ACT and surrounding region. The day time service provides telephone advice, information, assistance and representation in: social security; public and private tenancy; and disability discrimination law.

Contact: Coordinator: Genevieve Bolton, Supervising Solicitor and Liz Keogh, Course Convenor.
www.welfarerightsact.org/

Program/Course 3: The International Human Rights Clinic

The International Human Rights Clinic is a 6 point elective course for LLB and JD students. The clinic works with human rights NGOs in Australia and the Pacific and Asia regions; in 2010 the clinic worked with a South-East Asian NGO, Bridges Across Borders. The partner NGOs for 2011 are yet to be determined.

Differently from other clinical courses at the ANU, where students work with local people on their legal issues, students in the International Human Rights Clinic work with an NGO as their client, addressing current issues of human rights practice and policy.

The students are based in Canberra and the NGO is based interstate or overseas: the students work with the staff of the NGO through online communication: written, audio and video.

Key features:

- 13 week course worth 6 units
- 1 or 2 courses a year, offered in 1st and 2nd semester
- Maximum of 6 or 12 students per course (depending on the number of NGO partners)
- Students undertake a weekly workshop session and conduct email and skype supervision sessions with the NGO onsite
- Students carry out project work on behalf of the NGO.

Contacts: Simon Rice, Course Convenor. Phone 61257845; email simon.rice@anu.edu.au

australian national university cont'

Program/Course 4: Undergraduate placement programs for credit

Law Internship

This elective 6 unit course has an intake in semesters 1, 2 and summer which is open to later year LLB and JD law students with a credit average or better. Students undertake a project of practical utility to an external workplace which includes special internships with the National Europe Centre, the Centre for International and Public Law, the Military Law Centre and the ANU College of Law's Law Reform and Social Justice Program. Students are mentored by a nominated workplace supervisor and also receive academic supervision.

Each year some students undertake projects to assist with submission making / advocacy by NGOs representing disadvantaged groups in the community and/or working on public interest issues. Recent examples include National Judicial ANU College of Australia; Department of Foreign Affairs; Commonwealth Attorney-General's Department; The Justice Project - Victoria; Human Rights and Equal Opportunity Commission; Civil Liberties Australia; OECD, Paris; Welfare Rights and Legal Centre About 35 students undertake the Law Internship Program each year.

Contacts: The Program is convened by Peter Ford. Contact: 0437110001 Email: FordP@law.anu.edu.au

Program/Course 5: Clinical in the Graduate Diploma of Legal Practice

The ANU Legal Workshop provides practical legal training leading to the award of a Graduate Diploma of Legal Practice (GDLP) which involves two types of clinical experience.

1. Legal Practice Experience in the GDLP

Key features

- The Legal Workshop Placements Coordinator assists to establish placements
- Students are in each Australian jurisdiction and some undertake their placement in approved workplaces overseas
- Using an externship model, students are guided during LPE by their onsite supervisor and by their Legal Workshop mentor
- At completion the student and their onsite supervisor provide a written report which includes the student's progress and competency against a checklist of legal practice skills.

Placements in Community Legal Centres in regional, rural and remote areas

The Legal Workshop is currently part of a collaboration with the National Association of Community Legal Centres to encourage and assist GDLP students to undertake legal practice experience in a RRR CLC. The project includes special assistance to arrange and sustain placements. For further information see the information on the web at: http://law.anu.edu.au/legalworkshop/LPE_RRR.aspx

Contacts: LPE Administrator Email: LPE@law.anu.edu.au F: (02) 6125 7525 and Vivien Holmes, GDLP Program Sub-Dean, Students 02 6125 4424 Email: HolmesV@law.anu.edu.au

2. Legal Aid Clinical Program (LAC)

ANU GDLP students can undertake the Legal Aid Clinical Program (LAC) as part of their Legal Practice Experience (LPE). This program has been provided by the Legal Workshop in partnership with ACT Legal Aid since 1997. Students working in the program assist in providing free legal advice and minor assistance. During the program, students also accompany Legal Aid solicitors working in the criminal duty list at the ACT Magistrates Court, the Legal Aid Domestic Violence Service, Family Court / Federal Magistrates Court and the Children's Court. They also observe a range of matters at the ACT Civil & Administrative Tribunal, including mental health, residential tenancy and administrative law.

australian national university cont'

Key features:

- LAC runs between February-May and July-November with 32 student places
- students complete a compulsory orientation workshop before starting onsite
- the LAC program currently involves attendance on one day a week for 8 consecutive weeks. Onsite, students undertake a selection of activity streams that must include at least two days of client interviewing
- each student day onsite finishes with a group discussion to consolidate learning
- supervision and mentoring is provided by solicitors who are Legal Workshop Instructors, and by ACT Legal Aid solicitors.
- Client matters range across all areas of law except criminal law, and most commonly involve family law, civil claims, consumer complaints, compensation, employment problems, motor vehicle property damage and discrimination.

The LAC Program Coordinators are Lauren Honcope and Peter Sutherland. Other Legal Workshop Instructors who work in the program include Margie Rowe, Tony Foley, Vivien Holmes, Roberta McRae, Tony Cibiras, Glenda Bloomfield, Elizabeth Lee, Suzanne Webbey and Anne MacDuff.

DETAILS

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Brief Overview

Deakin University runs a unit called Law Clinic MLL351 for approximately 40 students each trimester. The unit is conducted at the Western Suburbs Community Legal Service, Brimbank Melton Community Legal Service, Womens Legal Service, AED Legal Service, Inside Access, Moonee Valley Legal Service, Primus, Responsible Gambling Advocacy Service, the Barwon Community Legal Service, Youth Law, Job Watch, and Victoria Legal Aid Ringwood with students attending over one trimester for 12 days. The unit is also offered in conjunction with India Study Tour and students are placed with a High Court Judge in Mumbai and a private firm in Mumbai and Delhi.

Program/Course 1: Law Clinic MLL351

Students are engaged in the following areas of work:

- Matters including family law, family violence, criminal law, social security law, victims compensation, disability law and civil matters, especially debts and motor vehicle accidents
- Research in the areas of crime compensation, child support and social security law
- Attending courts and tribunals with lawyers
- Write letters, preparing legal documents and advising clients and conduct negotiations under the supervision of the Principal Solicitor at the legal service.

The object of the course is to enable students to develop practical legal skills in a community legal centre environment and/or legal aid office and/or working with in house counsel. The Principal Solicitor at the legal service conducts the direct teaching in the course and the supervision of student files.

Students are graded on a fail to high distinction scale. Grades vary according to the skills of students in taking instructions from clients, discussions with the tutor, "follow up work" such as initiative, research, strategy, written communications with clients and maintenance of files. Marks are also awarded on "general" matters such as the student's professional attitude and sensitivity to clients' needs. The assessment is made up of Clinical performance 70% assessed by the host employer and Student Journal 30% assessed by the unit chair.

The program is based on an intensive model, with students conducting interviews and ongoing casework under the supervision of Legal Service solicitors. The types of matters students will work on include family law, child support and a range of general and civil law areas.

The overall aims of the Unit can be summarised as:

- To contribute to the service delivery capacity of the organisation, including provision of information, advice and casework to clients and to legal education and law reform projects and strategies.
- To provide students with a professional practice experience in a community law environment, contributing to their development of good lawyering skills.
- To provide an opportunity for students to critically analyse and reflect upon issues of access to justice and equity within the legal system and the impact of these on social justice.

deakin university cont'

The CLE program is made up of various modules, focusing on practical learning methods, complemented by theoretical components. These include Advocacy and Negotiation, Communication, Community Law, File Management, Legal Resources, Research and Referrals, Office and Administrative Procedures and Writing Legal Documents. The theoretical components of the program will be provided by the Legal Service, Deakin staff and guest speakers. Students will also have the opportunity to be involved in law reform and/or community legal education projects.

DETAILS

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Brief Overview

Flinders University offers a range of different clinical placements for students enrolled in the elective topic Social Justice Internship. Some students are placed with external agencies, others participate in the Magistrates Court Legal Advice Service which is operated by both Flinders University and the University of Adelaide.

Program/Course Name 1: Social Justice Internship

Flinders University offers a range of different clinical placements for students enrolled in the topic Social Justice Internship. Students may either:

- organise their own placement at any community or other organisation with a social justice component and which is approved by the topic co-ordinator for the purposes of the topic; or
- undertake a university placement at a legal advice clinic at either the Adelaide Magistrates Court or the Christies Beach Magistrates Court under the auspices of the Magistrates Court Legal Advice Service (MCLAS) where students provide assistance to unrepresented parties involved in litigation in the Minor Civil Claims jurisdiction of the Magistrates Court.

The Magistrates Court Legal Advice Service is run jointly by the Flinders Law School and University of Adelaide Law School.

The MCLAS operates independently of the court, although it has the full support and cooperation of the Magistrates Court and the Courts Administration Authority. The clinic operates one day per week at Adelaide (both universities) and one day per fortnight at Christies Beach (Flinders University) and at Holden Hill (Adelaide University). Students interview clients, assist with drafting letters and pleadings, advise on the law, and assist to evaluate alternative dispute resolution options for clients. Students are supervised at all times by a lawyer. This collaboration between schools and with the Magistrates Court is the first such Court-based initiative in Australia. As the clinic has a self-help focus, its aim is to empower clients to manage their own cases effectively. The court, magistrates, registrars, and registry staff, who cannot provide legal advice, have an independent service to which litigants can be referred. The court also benefits from the capacity of parties to come to court with their cases clearly organised.

The topic is offered each semester, and also over the summer. Enrolment is by application.

Students are required to attend a minimum of 6 placement days throughout the semester. They are also expected to observe court and tribunal hearings and attend fortnightly two hour seminars where they consider issues of justice access and law in society, and examine ethical issues and the concepts of professionalism and client-centred practice.

This topic is quite separate from the Practical Legal Training program which is also offered by Flinders.

GRIFFITH UNIVERSITY

DETAILS

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Brief Overview

The Clinical Program at Griffith Law School (GLS) works on a partnership model whereby our students undertake all (except one) of the offered courses at external agencies including community legal centres, Legal Aid Queensland, government agencies, courts, private law firms and barristers. The exception is the in-house Innocence Project which operates through a special partnership with a private legal firm.

The program has developed and expanded over the 15 years of its operation to become distinctively diverse. The students have to be towards the end of their studies – usually 4th and 5th years. They can choose between ‘poverty law’ clinics in community legal centres or more specialised clinics including ADR and refugee law as well as a Street Law program. They can also opt for an individual placement in a variety of legal environments through our Semester in Practice course.

Common Objectives

The Griffith clinical courses share a number of common objectives:

- to provide a practice-based experience designed to encourage students to take responsibility for their work and to reflect on their experiences
- to develop students’ critical understanding of the legal system and the roles of lawyers within that system
- to develop and refine legal skills considered elsewhere in the Griffith law program, complementing the range of courses and teaching methods used.

The clinical program provides a practical way to extend into elective courses the skills and understandings incrementally developed in core courses through the ‘Vertical Subjects’ which are embedded in the Griffith Law Program. Group work, ethics, legal theory and generic and legal skills are practised, discussed and reflected upon regularly in a clinical environment. Opportunities to observe issues relevant to internationalisation and Indigenous awareness are also likely to arise.

Program/Course Name 1: Advanced Family Law Clinic

Griffith Law School operates this course in partnership with Caxton Legal Centre with funding from the Commonwealth Attorney-General’s Department. The course is convened by Zoe Rathus (Senior Lecturer) and a GLS staff member supervises the participating students together with Caxton staff, including Jo Ho, an experienced family law practitioner. The placement occurs one day per week. The students provide advice to clients about family law. It may be early advice to a person thinking about separation or assisting in the preparation of court documents in on-going litigation for a self-representing litigant. The students also spend at least one day at the Family Law Duty Lawyer Project at the Family Law Courts in Brisbane. They must have completed the classroom-based Family Law course before they can participate in this clinic.

There is an introductory seminar at the commencement of the course, followed by a series of student-led seminars. They provide an opportunity to reflect on what they are learning about lawyering, clients (particularly those using a CLC), the legal system and family law in particular. Assessment is based on placement performance (60%), seminar participation and presentation (25%) and client representation at a Magistrates Court hearing (15%).

Program/Course Name 2: Alternative Dispute Resolution Clinic

This course has been operated with the Dispute Resolution Branch (DR Branch) of the Queensland Department of Justice and Attorney-General for more than a decade. The course benefits from the involvement of DR Branch staff including Lindsay Smith, the Executive Manager who works with Professor Jeff Giddings, the course convenor. The purposes of the course include enabling students to better understand the use of various forms of alternative dispute resolution in legal processes.

The course is taught by way of a one-week teaching intensive prior to the start of semester, involving mediation educators from the DR Branch. Pairs of students then participate in four-week placements (2 days per week) with the DR Branch, completing research and policy tasks, working in the Intake Section and observing mediations where possible. There are also fortnightly seminars at which students make presentations. Assessment consists of participation in the teaching intensive (20%), placement performance (50%) and seminar presentation and participation (30%).

Program/Course Name 3: Innocence Project

This clinical program is conducted by GLS academic Lynne Weathered at the Gold Coast campus, in conjunction with Nyst Lawyers. Students, acting under the supervision of the Director and on instructions from the lawyers, undertake research, investigate claims of wrongful conviction and utilise new evidence in an attempt to exonerate persons who have been wrongly convicted. All professional case management decisions are the responsibility of the lawyers involved. The course offers students an interdisciplinary perspective on the interaction between science, psychology and criminal law. It provides an international perspective on wrongful conviction.

The course commences with a 4 day intensive introduction and then students normally work in teams on cases that are allocated to them as the Project demands. Students are required to review police reports and trial transcripts, amongst other relevant documents or evidence. Students may have contact with clients. Assessment consists of individual project work (60%), documentary file management (30% - group mark) and reflection piece (10%). Contact for Innocence Project: Lynne Weathered, 07 5552 8527 or L.Weathered@griffith.edu.au.

Program/Course Name 4: Legal Clinic

This course involves students working at Caxton Legal Centre one day per week. They interview and advise clients on a wide range of legal matters as well as preparing letters, court documents and other legal documents. Issues regularly arising include consumer protection, minor crime and traffic offences, neighbourhood disputes, family law, tenancy problems and debt. The course includes a short appearance in open court in the final week of semester.

The course is convened by Zoe Rathus and students are supervised by her or other Griffith staff and solicitors from Caxton, including Ros Williams, a solicitor with extensive CLC and clinic experience.

After an introductory small group, students lead a series of seminars covering skills based topics such as interviewing and legal writing and exploring issues such as legal aid service delivery, acting ethically, working with Indigenous people, and acting for older persons. Assessment consists of 60% for the placement performance including client representation at a Magistrates Court hearing (60%), work on a community education project addressing a casework-generated issue (15%) and small group participation and presentation (25%).

griffith university cont'

Program/Course Name 5:- Public Interest Lawyering

Public Interest Lawyering enables students to complete a placement with the Queensland Public Interest Law Clearing House (QPILCH). Griffith Law School was involved in the establishment of QPILCH, along with major law firms, Legal Aid Queensland, the Queensland Law Society and Queensland Bar Association. Students are supervised in their work by QPILCH staff member, Ann-Margaret Herriot.

Students are involved in the process of assessing applications for assistance received by QPILCH. They gather and consider materials then prepare recommendations for QPILCH staff in relation to these applications. Students are also involved in group work on public interest law projects being conducted by QPILCH and member law firms and a series of seminars dealing with the practice of public interest law and pro bono delivery of legal services. Assessment consists of placement performance (50%), a joint project (30%) and seminar participation and presentation (20%).

Program/Course Name 6: Refugee Law and Policy Clinic

This course involves students in placements at the Refugee and Immigration Legal Service (RAILS). The students work with lawyers and migration agents in the conduct of legal work for people pursuing refugee status and family reunion claims. Students are supervised by RAILS lawyers, including Robert Lachowicz, an expert in this area of law and long-time partner in our program. Professor Jeff Giddings convenes the course. RAILS won the 2008 Australian Human Rights Commission's Human Rights Award for a Community Organisation.

Students also undertake follow-up work during semester on claims and applications as selected by SBICLS. This includes research, gathering and collating of evidence, submission writing and client advocacy. Students are also involved in group work on refugee law projects as identified by RAILS. Assessment consists of placement performance (50%), work on joint projects (30%) and seminar participation and presentation (20%).

Program/Course Name 7: Semester in Practice

This course places students one day per week in a variety of workplaces suited to their particular learning objectives. It is offered in second semester. Sites include law firms, barristers' chambers, community legal centres, industrial relations consultants, consumer rights regulators and government departments. Students can usually choose a placement of significant interest to them – eg Prisoner's Legal Service, a criminal law barrister, a boutique family law firm. Students work closely with a designated host organisation supervisor. Supervisors and students receive placement manuals dealing with issues related to making the placements as productive as possible for all concerned. Griffith is fortunate to have forged relationships with senior members of the profession, including Senior Counsel, judicial officers, and smaller firms where our students work directly with experienced practitioners.

The course includes a seminar series designed to compare and contrast the nature of the different host organisations with a view to considering the work lawyers do through readings and discussions. Placements are offered at both Brisbane and the Gold Coast and the convenors work together in the development of materials and course design. There is close liaison between the GLS academic staff and the placement supervisor including an on-site visit and regular telephone communication. Assessment consists of 50% for placement performance which is settled in consultation with the on-site supervisor, 35% for an assignment which requires a synthesis of the legal content knowledge gained and the contextual 'lawyering skills' learned and 15% for tutorial participation.

Program/Course Name 8: Street Law

In 2010, Griffith Law School delivered its Street Law program for the first time. Professor David McQuoid-Mason (University of KwaZulu-Natal, Durban, South Africa) gave very generously of his time and expertise in travelling to Queensland to lead a 3-day workshop designed to develop student understanding of community legal education. The workshop addressed legal literacy; the fine art of listening; working with groups; making information accessible and interesting; effective lessons & lesson plans; & delivering presentations. Students subsequently also participated in 2 seminars designed to enable them to share their experiences.

The central aim of the program is to enable students to engage in the process of developing materials on law-related subjects which are tailored to meet the interests of a particular community audience – in this instance, secondary school students. The course provides opportunities to work with both students and teachers and culminates in the making of presentations to student groups on issues of interest. The law students' capacity to effectively engage with an audience is developed firstly with simulated presentations then through two school presentations. The students develop and deliver their presentations in small teams, further developing their understanding of group work situations.

Assessment consists of 65% for performance in developing and delivering presentations (25% for the first presentation and 40% for the second presentation), 20% for participation in the workshop and seminars and 15% for submission of a reflective journal in which they consider issues encountered during the program.

JAMES COOK UNIVERSITY

DETAILS

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Brief Overview

Final year law students participate in a semester long clinic with Townsville Community Legal Service Inc. The clinic operates with students interviewing and assisting clients during daytime and evening services. The numbers of students taken change from year to year and depend on the resources of TCLS. Students undertake 3 days of intensive lectures around legal interviewing, ethics and values, legal drafting and other lawyers' skills prior to starting client contact.

Program/Course Name 1: Clinical Legal Studies

TCLS is a non profit community based legal centre that has been providing services to the local North Queensland community since 1991. The Clinical program commenced in 1995 and has run annually since then. 8-12 Final Year Law Students attend a clinic at TCLS on a rostered basis throughout an academic semester. Students provide advice and casework at daytime and evening services. Students are assessed against client interviewing, file management and legal drafting skills. Students also submit a personal journal and undertake a research, community education or law reform project. Both are assessed. An overall grade is given to each student.

DETAILS

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Brief Overview

Clinical legal education at La Trobe dates back to 1978. Today the Law School places students with West Heidelberg Community Legal Service, Victoria Legal Aid and a range of not-for-profit and government agencies. These various arrangements enable students to provide service to the community whilst enriching their legal education through their practical experience. La Trobe's CLE programs have the following characteristics:

- Students interact directly with real clients in a lawyer/client relationship or, with agency staff, work with client groups on legal issues of public interest
- Foster in students a deep understanding of the ethical and professional responsibilities of legal practitioners
- All students are supervised by a Law School staff member
- Students' clinical work is complemented and informed by classroom learning.

Program/Course 1: Legal Practice and Conduct – LAW2LPP (semester one) and LAW2LPP (semester two)

In this clinical program, students work at the local Preston office of Victoria Legal Aid under the supervision of Ben Walsh, lecturer (benedict.walsh@Latrobe.edu.au). Students run a clinic within the practice and are responsible for the conduct of the client files. They also work with the VLA lawyers on their client files and clerk for them in the duty lawyer service provided at the local Magistrate Courts.

What constitutes ethical legal practice is the theme of this unit. In the three areas of work, students have the opportunity to observe and are encouraged to reflect on how a practitioner's duties and ethics are relevant to daily legal practice as well as on the efficacy of law, the legal system, the legal aid system, the legal profession and the nature of justice. The context for this study is the issue of access to justice and recent reforms to the legal profession.

Program/Course 2: Clinical Legal Education – LAW2CLE (semester one) and LAW2CLE (semester two)

This subject involves students in delivering legal services at the West Heidelberg Community Legal Service under the supervision of Paghona Peggy Kerdo, lecturer (p.kerdo@latrobe.edu.au)

The focus of the subject is social justice and the practice of human rights law and implicitly, the legal needs of disadvantaged people. A major component of the subject is a clinical placement at the West Heidelberg Community Legal Service. Students are encouraged to reflect on the practice of law, the values, dynamics and effectiveness of the legal system, the role of lawyers in society, issues around access to justice and human rights and the potential of law to achieve justice for economically and socially disadvantaged people. There is a strong focus on the development of communication skills and ethical practice. The students also undertake either a major law reform project/report which is submitted to government and statutory bodies or participation in a community development project focussed on access to justice issues.

la trobe university cont'

Program/Course 3: Public Interest Law Practice LAW2PLP (semester one)

The aim of this subject is to give students the opportunity to experience law in practice (not necessarily 'legal practice' as conventionally defined) and to reflect critically on the work and obligations of lawyers, the operation of the legal system and the way in which law is practised in the public arena and/or in the public interest.

Students are placed with a range of outside agencies, usually not-for-profit or public interest (including government) for one day a week during semester as well as attending fortnightly seminars on campus. Students are supervised on site by staff of the host organisation and attend fortnightly supervision meetings with the Law School academic supervisor, Mary Anne Noone, Associate Professor (m.noone@latrobe.edu.au). The seminars provide the opportunity for students to identify and discuss issues of common interest and encourage them to learn from their own and others experiences.

Program/Course 4: Rural and Regional Issues in Justice LAW2RRJ (semester two)

The aim of this subject is to allow Bendigo based second year students to experience law in practice by placement in community legal centres and legal aid organisations one day a week. The subject particularly focuses on rural and regional issues and the seminar program covers topics such as Interviewing, Drafting, the Legal Aid System and its law, Intervention Orders and Family Violence, and Residential Tenancy Law. Students from the Law School work under the Latrobe supervisor and a supervisor with the host agencies

Program/Course 5: Sentencing Law and Practice LAW2SEN (summer semester)

This focus of this subject is the law and practice of sentencing in Victoria. The subject is taught through a clinical placement at the local Preston office of Victoria Legal Aid under the supervision of Ben Walsh, lecturer (benedict.walsh@Latrobe.edu.au). Students assist lawyers at the office with cases that involve sentencing issues as well as assisting clients themselves under supervision. In addition to the placement, students attend seminars and undertake field trips to prison and higher court sentencing hearings.

Program/Course 6:- Judicial Mentoring Program (semester one and two)

Another aspect of the clinical legal education program is the Judicial Mentoring Program that is coordinated by Paghona Peggy Kerdo, lecturer (p.kerdo@latrobe.edu.au). The aim of this program is to provide an opportunity for law students to observe and participate in a limited way in the decision making process of courts and tribunals. Students are 'attached' to a magistrate or judge and conduct research into, and writing on, a legal issue of relevance to the mentor's work. Subjects that incorporate the program are Criminal Procedure and Evidence and the Family, Society and Law.

DETAILS

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Brief Overview

Law 488 – Access To Justice Placement Program.

Local program

The clinical placement program, comprising three distinct components focuses on access to justice and practising in the public interest. The unit is run as a partnership with Macquarie Legal Centre (MLC), the Public Interest Advocacy Centre (PIAC), and the Public Interest Law Clearing House (PILCH).

Overseas program

An international stream of the unit is offered with internships arranged through Macquarie PACE International in conjunction with Australian Volunteers International.

Program/Course 1: Macquarie Legal Centre Clinical Placement

The Macquarie Legal Centre (MLC) placement program gives students the opportunity to link the theory, philosophy and substantive law learned at university with the practice of law. Students explore those links through observation, practice, and discussions with fellow students and supervising solicitors; and through reflection, supported by reading, and group discussion.

The Macquarie Legal Centre Program involves attendance at the Centre on a designated day for a period of 10 weeks during the semester. Each week involves experience in a different aspect of the legal issues dealt with by Centre:

- Day 1 Introduction to Macquarie Legal Centre
- Day 2 Domestic Violence
- Day 3 Consumer Trader and Tenancy Tribunal
- Day 4 Family Law and Contact Services
- Day 5 Children's Court
- Day 6 Advice
- Day 7 Family Law
- Day 8 Litigation
- Day 9 Discrimination and Alternative Dispute Resolution
- Day 10 Reflection

In addition students will attend four evening seminars at the University.

The assessment for this unit comprises four components:

- | | | |
|-----|---|-------------------|
| (a) | Attendance at PIAC (3 days) and placement site (2 days) | Satisfactory/Fail |
| (b) | Macquarie law seminar attendance | Satisfactory/Fail |
| (c) | Reflective report | 40% |
| (d) | Assignment | 60% |

The unit is run in semesters one and two, and 8 places are available each semester. Students apply and are selected through written application and ballot.

macquarie university cont'

Program/Course 2: PIPI – Practising in the Public Interest Clinical Placement

Through placements in legal practices and institutions, students in the PIPI program will learn about the idea and practice of public interest law. The training and the placement together provide an opportunity for students to reflect on, and analyse how lawyers can engage in a variety of strategies to achieve social change.

The PIPI program involves attendance at 1 week intensive course run by the Public Interest Advocacy Centre (PIAC) in conjunction with the Public Interest Law Clearing House (PILCH). The course comprises classes conducted by PIAC and invited guests for three days, and two, one day public interest placements with legal institutions.

In addition students will attend four evening seminars at the University.

The topics covered in the PIAC course include:

- defining 'the public interest'
- public interest legal strategies and practice
- community engagement and empowerment
- bureaucratic and political advocacy
- using parliamentary processes
- using the news media
- public interest litigation
- using human rights remedies
- international public interest law
- accessing justice; legal aid, pro bono, community legal centres
- case studies.

The assessment for this unit comprises four components:

(a)	Attendance at PIAC (3 days) and placement site (2 days)	Satisfactory/Fail
(b)	Macquarie Law School seminar attendance	Satisfactory/Fail
(c)	Reflective report	40%
(d)	Assignment	60%

There are 10 places offered in the program per semester. Students apply and are selected through written application and ballot.

Program/Course 3: Macquarie Legal Centre Family Relationships Clinical Placement

The Macquarie Legal Centre Family Relationships program placement program gives students the opportunity to link the theory, philosophy and substantive law learned at university within context of family law practice. Students explore those links through observation, practice, and discussions with fellow students and supervising solicitors; and through reflection, supported by reading, and group discussion.

The Macquarie Legal Centre Family Relationships placement is an intensive 10 day program. There are three programs a year during the summer, winter and spring breaks. The program involves attendance at various venues each week day for 2 weeks.

Each day involves experience in a different aspect of family law practice:

Day 1 Induction.

Day 2 Family Relationships Centre – mediation

Day 3 Family Court / Federal Magistrates Court. Less adversarial trials

Day 4 Family Relationships Centre – mediation

Day 5 Supervised Contact Centre / Family Relationships Centre – advice

Day 6 Federal Magistrates Court - divorce

macquarie university cont'

Day 7 Parramatta Local Court – domestic violence
Day 8 Macquarie Legal Centre – victims compensation
Day 9 Macquarie Legal Centre – drafting
Day 10 Supervised Contact Centre / Family Relationships Centre – advice

The assessment for this unit comprises four components:

(a)	Attendance at placement for 10 days	Satisfactory/Fail
(b)	Macquarie Law School seminar attendance	Satisfactory/Fail
(c)	Reflective report	40%
(d)	Assignment	60%

There are 10 places offered in the program per session (February, July, and September). Students apply and are selected through written application and ballot. Law 452 (Family Law) is a prerequisite

Program/Course 4: International internships Macquarie PACE International

This year, internships are offered in Borneo and Cambodia. This four week program gives interns the opportunity to travel overseas, engage with local organisations and legal practitioners working to promote the rule of law. Interns will confront challenges faced by local communities in ensuring the safeguarding of rights, contribute to legal advocacy projects and consider access to justice themes relating to human rights.

Interns work within a range of non-government organisations that provide legal advice, education, services and contribute to public debate about legal standards, policies and reform. During their internship placement students will assist with legal research, legal policy drafting, legal reform reviews, and preparing case briefings, undertake comparative law analysis, or community advice, as well as provide general paralegal assistance. Each intern focuses on one particular project under the direction of the partner organisation Partner organisations include:

- Cambodian Human Rights Action Committee
- Arbitration Council Foundation Cambodia
- Legal Aid Cambodia
- PACOS Trust Sabah, Borneo.

There are 3 – 6 places offered in each program depending upon the partner organisation requirements. Students apply and are selected through written application and interview, and successful applicants are awarded a participation grant of AUD\$1,500 (current as at June 2011)

MONASH UNIVERSITY

DETAILS

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Brief Overview

Developed more than 35 years ago, the Monash Law clinical legal education program for students was the first of its kind in Australia. Under expert supervision, students work with real clients and cases, learning vital skills relating to the practice of law while providing an important service to the community. The Legal Services and placement firms handle a wide range of problems. The major categories are family, crime including traffic offences, consumer and debt problems, motor accidents, tenancy problems and social security problems. While the nature and extent of student workload varies according to a number of factors and the student experience at each Legal Service or placement firm may appear superficially to be different, the fundamental learning experience available to every student is the same. Every student is exposed to the operation of the law and the legal process in their social context and learns the essential skills of communication, analysis and judgment and the demands of professional ethics.

Program/Course Name 1: Professional Practice

The student joins one of the two Legal Services with which the Faculty of Law is associated and attends a half-day client-intake session each week, plus additional time for follow-up work and discussion with their supervisor. In addition a two-hour seminar is conducted each week. Additional activities include either a case study report or a reflective journal (this is dependent on the particular Legal Service) and law reform and education projects. Enrolment is limited to 40 students per clinical period (17 weeks).

Throughout each clinical period, emphasis is placed on the development by each student of (i) understanding of the legal process in its social context, and (ii) analytical and decision-making skills. Halfway through the clinical period there is an informal 'mid-term' assessment when teachers discuss strengths and weaknesses with each student individually. The remaining assessment can be either a written assignment or a case report which incorporates student appearances or reflection on cases handled or a reflective journal. At both Legal Services, all students are involved in ongoing community engagement projects. This component of the course is valued at 20 marks.

Program/Course Name 2: Professional Practice - Family Law Assistance Program (FLAP)

FLAP is a self-help clinical legal service designed to assist people involved in Family Court litigation who do not have legal representation. It is administered by Monash University and funded by the Commonwealth Attorney General's Department.

The program aims to provide information on family law procedure, mediation and other forms of dispute resolution and the impact family breakdown can have on those involved.

The unit runs in a 16-17 week clinical period format and requires students to run their own family law files and to accept operational responsibility for all aspects of those matters. Under the supervision of a family law practitioner, these responsibilities include drawing and engrossing documents, advising clients on issues arising from their files, briefing counsel, attending court to instruct counsel and general correspondence. Students attend the FLAP client contact sessions on roster, work on their ongoing files and take on new matters as they are initiated.

FLAP attends the Family/Federal Magistrates Court at Dandenong each Monday and students studying this unit are required to attend alternate Mondays. In addition a two-hour seminar is conducted each week and 3 two-hour tutorials are given in the first 3-4 weeks of the clinical period. Additional activities include either an assignment, student appearances or a reflective journal and law reform and education projects.

Program/Course Name 3: Advanced Professional Practice

This unit is an elective available to students who have completed Professional Practice. It carries 6 points and is available in the clinical periods indicated.

It is designed to build on the skills developed in Professional Practice and to provide students with the opportunity to develop a level of specialist expertise in a particular area of practice.

Students may enrol in one of four clinics:

- Joint Sexual Assault Clinic, in conjunction with the South-East Centre Against Sexual Assault (SECASA) at Springvale Monash Legal Service – (4 places, available all clinical periods) – offers legal services to victims of sexual assault. This clinic works with highly vulnerable clients and requires students to have well developed self-esteem and a demonstrated sensitivity to victims of crime. Develops expertise in managing cases in this area of criminal practice.
- Human Rights Clinic, in conjunction with the Castan Centre for Human Rights at Holding Redlich, Solicitors (2 places – 2nd and 3rd clinical periods) - litigation involving human rights dimensions. All kinds of civil litigation can have a human rights dimension. Holding Redlich attempt to place students in this clinic in Human Rights-rich caseload under the supervision of a Holdings' partner – develops expertise in general civil litigation on behalf of plaintiffs, with a Human Rights bias.
- Criminal Defence Clinic, (1 place – 2nd and 3rd clinical periods). The students work at a private law firm on cases for defendants in complex criminal law cases. As there is one place only, students need to have a positive recommendation from their Professional Practice supervisor and will need to be separately interviewed by the Director of Springvale Monash Legal Service.
- Commercial Law Clinic, in conjunction with Moores Legal, solicitors, (1 place - 2nd clinical period). The students are involved in commercial legal work for “not-for-profit” organisations, working with solicitors from Moores legal for welfare organisations, charities, educational institutions and churches in various commercial areas, including constitutions, taxation concessions, employment and volunteer law, submissions to government, dispute resolution, fund-raising, property and commercial transactions and other areas. Immediate casework supervision is provided by the law firm and academic coordination by a member of faculty staff.

Depending on the clinic in question and under supervision, students may interview clients, provide legal advice and prepare the relevant tribunal or court applications. In appropriate cases students may appear for their clients before the relevant tribunal.

Program/Course Name 4: Law Reform and Community Development

Through Springvale Monash Legal Service, students work with identified groups in the community who are experiencing injustice because of their common identity, particular legal problem or their poverty. Students acquire a theoretical framework and first-hand perspective of the impact of the law and the legal system and focus on appropriate law reform campaigns and community development strategies. They are divided into small teams and supervised on a day-to-day basis by a specialist member of the legal centre staff and assessed by a Monash Law academic located at the centre.

Students attend a seminar program for 8 weeks involving 2 hours contact per week plus regular tutorials of 2 hours per week. Students are also required to allocate 8 hours per week over 12 weeks for client-group consultations, private research, preparation of materials and community presentations.

MURDOCH UNIVERSITY

DETAILS

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Brief Overview

Murdoch University clinical legal education program offers two clinical legal education units to law students through the subjects Clinical Legal Education and Advanced Clinical Legal Education (with current streams in advocacy, family law and human rights/refugee law). Both are elective units.

The objectives of the program are:

- to develop students' critical appreciation of the law as an active social process in a community based context
- to encourage students to think critically and reflectively about the adequacy of the law, legal system and the role of practitioners
- to develop students' professional legal skills including communication, interviewing, advising, negotiating, advocacy, letter writing and the drafting of documents
- to develop students' professional skills involving judgment, such as investigation of facts, the recognition of issues, the analysis of problems and situations, the use of tactics and decision-making generally
- to develop students' understanding of professional lawyer/client issues, involving awareness of personal morality and professional ethics, and the consequences of the breaches of rules of conduct
- to provide legal services to the community.

Program/Course 1: Clinical Legal Education (LAW390)

The general clinical program is based at the community legal centre, Southern Communities Advocacy Legal and Education Service Inc. (SCALES), which is located in Rockingham and provides a generalist legal service to low-income and disadvantaged people in the Kwinana and Rockingham region. The types of legal issues dealt with include private and public tenancy, family law, criminal law, social security, immigration law, family and domestic violence including criminal injuries compensation and minor civil issues.

Students attend a client interview session at SCALES each week, as well as having the conduct of 3-6 ongoing case files at any one time under the supervision of the Clinic's solicitors. Students are required to interview clients, research law, negotiate with other parties and draft letters, provide written advice and prepare court documents. Students may also have the opportunity to appear under supervision in the Tenancy Court, Children's Court, Social Security Appeals Tribunal and other appropriate forums. They also attend Courts and Tribunals and assist the solicitors and pro bono Barristers.

In addition to attending SCALES, students are required to participate in a weekly two-hour seminar on campus. The seminar program focuses on practical skills, professional ethics and client communication issues with a considerable emphasis on building skills.

The course is fully graded with 80% of assessment based on work at SCALES, and 20% on seminar participation including a student presentation on broader social/ethical issues arising from a case.

Program/Course 2: Advanced Clinical Legal Education (LAW385)

The Advanced Clinic (Human Rights/Refugee Law) is run from SCALES offices on campus at Murdoch University. This stream looks specifically at Human Rights including Refugee and Humanitarian cases. Students are able to develop specific skills such as working with interpreters, cross cultural communication, submission writing and lobbying.

The Advanced Clinic (Advocacy) is run from the SCALES office in Rockingham. It uses the vehicle of tenancy court to provide students with an opportunity to get on their feet and argue a case. Students are able to develop specific skills such as proofing witnesses, formulating legal arguments, collecting evidence, negotiating with the other party and advocating within a court setting.

The Advanced Clinic (Family Law) is also run from the SCALES office in Rockingham. It runs in a similar manner to that of the general clinic with a specific focus on providing clients with advice, information and support prior to and during the conduct of family dispute resolution. Students are provided with training in interest-based negotiating and interview techniques. These techniques are modelled by the supervisors and developed through the student's client work with the aim of focusing clients on interests, particularly the interests of the children, prior to participating in family dispute resolution.

The Family Law Advanced Clinic also provides students with opportunities to assist clients with initiating court actions where mediation is unsuccessful or inappropriate and referral to specialist dispute resolution services dealing with cases involving family violence. Students also provide advice, referral and advocacy in areas that impact on family law including child support and restraining order matters.

QUEENSLAND UNIVERSITY OF TECHNOLOGY

DETAILS

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Brief Overview

QUT's 'Legal Clinic (Organised Program)' is an externship type program in which students undertake 'clinical' experience in a legal service external to the Law School. Students are placed in a legal service for one day a week over a 12 week period. Students are supported in their learning by an off-site QUT 'clinical supervisor' and weekly seminars at QUT.

Program/Course Name 1: Legal Clinic (Organised Program)

The Queensland University of Technology (QUT) offers the clinical legal education unit Legal Clinic (Organised Program) as a 12 credit point elective unit to undergraduate LLB students. The unit runs over a standard semester.

The objectives of the course are:

- to enhance contextual understanding of the law and legal process by exposing students to real legal problems and giving them (limited) responsibility for dealing with those problems
- to provide students with an opportunity for observation and reflection on the efficacy of the law, the legal system and legal practitioners
- to provide students with an awareness of the roles of legal representatives and to equip students with the bases of the skills they will need to perform those roles.

Students spend seven hours in an external placement and one hour in a seminar over 10 weeks. They are supported in their learning in the unit by weekly seminars that include topics such as – clients' needs, communication with clients, interviewing, drafting, law reform, social justice issues and ethics. The seminars also facilitate small group discussion that provides the students with the opportunity to reflect on their experiences in the clinic, and their own effectiveness as advisers, problem-solvers and representatives.

The clinical work undertaken by the students is supervised by officers of Legal Aid Queensland, the Aboriginal and Torres Strait Islanders Corporation (DEA) for Legal Services and other community legal services. Students may interview and give advice to clients, provide representation for clients, work on clients' files and prepare briefs and advices for the legal services' legal staff. Some students may be involved in community legal education, for example, on child support issues. Some students may engage in policy work or in creating resources to help persons who have to represent themselves. Students will work in one of these areas - criminal law, family law, discrimination and administrative law matters.

Assessment is on a one to seven numeric scale.

Marks are allocated as follows:

- Participation in seminars (5%)
- Performance in clinic (15%)
- Professional journal and essay (40%)
- A further item of assessment, relevant to the objectives of the course, to be negotiated between the facilitators and each student. (40%)

The course is funded by the University and at the conclusion of the course it is evaluated through a QUT Learning Experience Questionnaire (LEX).

DETAILS

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Brief Overview

The Clinical Legal Education course is offered to a small number of students each semester. The key focus of the course is to develop practical lawyering skills during their placement at a community legal centre where students are closely supervised by a practitioner and their academic instructor. The course is assessed by way of legal services work undertaken during placement and written and oral assignments in class.

Program/Course: Clinical Legal Education

The Clinical Legal Education course is offered to 4-6 students each semester. The key focus of the course is to develop the practical lawyering skills of students during their placement at a community legal centre. These skills include drafting, provision of advice to clients, interviewing, legal search, preparation of memorandum of advice, handling of client files and general correspondence. At all times during their placement, students are closely supervised by a practitioner and their academic instructor. Additionally, students are required to attend class on a weekly basis where they are taught the theoretical and ethical principles relating to practice. The course runs for one semester and is assessed by way of legal services work undertaken during their placement and written and oral assignments in class.

SOUTHERN CROSS UNIVERSITY

DETAILS

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Brief Overview

The School places emphasis on providing opportunities to gain insights and practical skills through work experience within a legal environment. The School's clinical legal education units support students to experience legal practice and to reflect upon and evaluate the role of lawyers and the legal profession.

Program/Course 1: LAW00123 Law Placement

Aims This unit requires students to complete a 20-day supervised placement within a legal practice environment, in accordance with the typical work experience component of Practical Legal Training. The unit is completed within one teaching session, and is available during the summer session.

Mode of delivery Distance studies, online learning environment. Students participate as a community via an online learning environment so that they can share, discuss and critically reflect upon their experience in placement.

Assessment Online blog (15%); Reflective Journal (35%); Research Essay (50%). The assessment aims to encourage students to question and to reflect upon notions of professionalism, the role of the legal system and of legal practitioners, and professional conduct. The Placement is assessed on a Satisfactory/Not Satisfactory basis.

Placements Must be supervised by a qualified lawyer in any Australian jurisdiction; international placements are supported if approved by the Unit Assessor.

Program/Course 2: LAW00122 Clinical Legal Experience

Aims This unit requires students to complete a 10-day supervised placement within a legal practice environment, in accordance with the typical work experience component of Practical Legal Training. The placement is conducted in tandem with structured classes that support the development of practical skills and ethical awareness. The unit is completed within one teaching session, and will be available during the summer session.

Mode of delivery The delivery model is under review, but has been presented over one teaching period, via weekly classes. Students are also supported by an online learning environment so that they can share, discuss and critically reflect upon their experience in placement.

Assessment Class participation (Negotiated assessments) (40%); Assignment (60%). The assessment aims to encourage students to question and to reflect upon notions of professionalism, the role of the legal system and of legal practitioners, and professional conduct. The Placement is assessed on a Satisfactory/Not Satisfactory basis.

Placements Must be supervised by a qualified lawyer in any Australian jurisdiction.

DETAILS

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Brief Overview

The University of Adelaide runs a clinical program for 25-30 students in each of Summer, First, and Second Semesters. Students are placed with community legal centres, the Magistrates Court, the Legal Services Commission, Young Workers Legal Service, Welfare Rights Centre, some small private law firms, various Community Legal Services, and public authorities. Students are also placed at three Adelaide Law School operated legal advice services. Placements are for two days per week in the summer course and for one day a week during the semester.

Students interview clients, undertake legal research, attend court with lawyers, represent clients in administrative tribunals, prepare legal documents and correspondence, and work on one major project or paper for their placement agency.

The objectives of the course are:

- To provide students with a contextual understanding of the theoretical law they have been studying
- To enable students to develop insight into the role of law in society and the concept of justice and equality in the legal system
- To provide students with the opportunity to exercise, in a real environment, the core skills of good lawyering
- To provide students with understanding of ethical standards expected of legal practitioners
- To enable students to develop an appreciation of the concept of professionalism in their conduct and outlook
- To contribute to the provision of legal services in the community.

The assessment for the course consists of a professional journal, class participation, a practical writing assignment, performance on placement and a major project. All assessable work, including placement performance, is graded.

CLE course structure and content

Seminars for all students cover professionalism, legal ethics, communication, lawyers' relations with clients, client interviewing skills, letter writing skills, self reflection, access to justice, law reform, and related issues. Prior to their placement students attend a one-day intensive training session to prepare them for placement in a legal environment.

Program/Course 1:- Clinical Program

Students may enroll in one of the following clinics:

1. Magistrates Court Legal Advice Clinic and Holden Hill Magistrates Court Legal Advice Service

The Law School set up a legal advice clinic in the Minor Civil Claims jurisdiction of the Adelaide Magistrates Court in 2001, and subsequently invited Flinders University to join that program. The clinic now runs jointly with Adelaide and Flinders Law Schools. The clinic runs for one day per week throughout the year and students enrolled in the CLE course work at the clinic as their professional placement. The clinic is student-run with academics/practitioners providing supervision on site. The clinic was initially funded by the Law Foundation of SA Incorporated, but is now funded by the two Universities. In 2009, with the financial support of the Law Foundation of SA, the service was extended to the Holden Hill Magistrates Court, where an outreach legal advice service is offered once a week. The Holden Hill service is now operated by Adelaide Law School alone.

university of adelaide cont'

2. Adelaide Legal Outreach Service (formerly Homeless Persons Legal Advice Service)

The Law School set up the Adelaide Legal Outreach Service (ALOS) to provide legal advice to homeless and disadvantaged people in February 2005. This project is modelled on the Magistrates Court Legal Advice Clinic, and focuses on assistance with a broad range of legal issues, and facilitating referral in more significant cases. Practising members of the academic staff supervise students, and pro bono referral is provided by members of the legal profession. ALOS is the first dedicated service for the homeless and disadvantaged to be developed in Adelaide, and has been operating successfully for four years. In 2009 the service was extended and now offers a legal advice outreach service at the Salvation Army Headquarters in Adelaide one day per week. The service is funded by the University of Adelaide.

3. Externship Program

Students may be placed at a number of external legal agencies, including the Legal Services Commission, Welfare Rights Centre, suburban and specialist community legal centres, Young Workers legal Service, Police Complaints Authority, private law firms with a community focus. Students participate in the same course work and assessment regime as those at the Law School Services.

DETAILS

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Brief Overview

Details of the two CLE courses currently on offer at Melbourne Law School (MLS) are set out below. Both courses allow students to gain credit for work undertaken in relation to approved internships.

MLS is in the process of developing further CLE courses, which it hopes to offer in coming years. Please consult the MLS website for additional CLE opportunities which may be offered from 2012.

Program/Course 1: Legal Internship

The aim of this subject is to provide practical legal experience in a workplace setting to complement and deepen students' coursework. Students must complete the equivalent of a 6-week or longer unsalaried internship. Students are encouraged to attend an optional post internship debriefing session that provides a structure for reflection on, and learning from, the internship experience itself.

Internships can be hosted in an organisation in any sector, whether government, private or not-for-profit. They can be locally based, national or international.

During internships, students carry out legally-oriented work that is valuable to the host organisation. Students' work plan for their internships must be negotiated with the host organisation and approved by the subject coordinator before the internship begins. The proposed work should build on the students' studies to date, involve some written legal research work and be of an appropriately demanding standard.

Assessment for the Legal Internship course is as follows:

- Pre-internship 'Getting Ready for Work (Internship) day session – hurdle requirement
- 6,000 words of legal research – maximum 2 pieces of assessment, with weighting to be determined by the supervisor in consultation with the student – 100% of grade
- Post internship report of approximately 500 words – hurdle requirement

The assessed work may take a variety of forms (including substantial research memoranda or advice, briefs or written submissions, legal policy advocacy, and research essays). It may include work carried out during the internship (subject to agreement with the host organisation) or after the internship but directly connected with the internship.

university of melbourne cont'

Program/Course 2: International Legal Internship (Available to Melbourne Law Masters students only)

The International Legal Internship allows students to gain credit for undertaking advanced legal research and analysis on an approved international internship of at least ten weeks of full-time work in an approved international institution or organisation. The program is focused on providing students with an opportunity to engage with legal and policy issues in contemporary society through work experience and further develop oral and written communication skills. Students are required to secure and fund their internships personally. Students are encouraged to discuss their internship proposals with the subject coordinators.

Students who successfully enrol in the International Legal Internship must arrange a meeting with at least one of the subject coordinators both prior to their internship and upon completion of their internship so as to develop a better understanding of research and the role of international institutions in international law and relations.

Admission to the course is considered on a case by case basis.

Assessment is by way of a 10,000 word research paper on an approved topic.

UNIVERSITY OF NEWCASTLE

DETAILS

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Brief Overview

The Professional Program (Option B) offered by the School of Law at the University of Newcastle is a clinical practical legal training program which is fully integrated with the University's Bachelor of Laws course. It is undertaken during the final two years of the law degree. Students who successfully complete the Professional Program, graduate with both a Bachelor of Laws and a Diploma of Legal Practice (LLB/ DipLegPrac).

The Professional Program is fully accredited by the NSW Legal Profession Admission Board (LPAB). A graduate of the program is eligible to be admitted to legal practice in NSW as a lawyer without having to undertake any further study.

Program/Course 1: Professional Program

In the program students undertake a series of clinical modules in a diverse range of practice areas. The practice areas include Family Law Practice, Wills Practice, Employment Law Practice, Environmental Law Practice and Tribunals Practice. The clinical assessments for the modules include advocacy hearings, drafting legal documents and agreements and court orders, group work, drafting transactional documents, letter writing, legal analysis, negotiation, reflective assignments and class participation.

Students undertake 360 hours of legal professional placement over 2 years in the Professional Program. A minimum of 100 hours are undertaken at the Law School's own Legal Centre, The University of Newcastle Legal Centre (UNLC). The UNLC is the centrepiece of the Professional Program and legal professional placement. UNLC operates as a community legal centre providing free legal advice and assistance to members of the community in the Hunter region. The operations of UNLC are directed towards the provision of legal assistance to disadvantaged members of the community, focusing on people with limited financial means and on matters in the public interest. Functioning as both a legal practice and a teaching facility, UNLC provides an intensive clinical placement site for students. By working with UNLC's solicitors and dealing with real clients with actual legal problems, students gain skills and experience in the practice of law. All students directly interview clients and undertake in-depth casework as part of their placement at the UNLC.

UNLC has the following aims and objectives:

- To provide a quality legal service based on ethical practice to members of the community who would not otherwise be able to afford legal services
 - To provide quality legal education to law students
 - To undertake legal matters which are in the public interest
 - To develop new models of clinical legal education which enhance legal professional skills
 - To enhance legal services throughout the Newcastle region and, in particular, to expand the work already done by other legal services in the private and public sectors
 - To give students an appreciation of the practice of law and a fuller understanding of the legal and social issues which provide a context for the practice of law
- The Professional Program has a number of features which distinguish it from practical legal training programs offered elsewhere.

university of newcastle cont'

- It is run over two academic years - this time frame enables students to learn incrementally, build on their skills, develop high standards of professionalism and reflect on their practical learning and the ethical dimensions of legal practice.
- It integrates law theory and legal practice - while students are studying substantive areas of law they concurrently undertake clinical training and skills exercises together with legal professional placement.
- It embraces experiential and problem based learning - students learn to solve real clients' legal problems and undertake in-depth casework.
- It is fully supported by The University of Newcastle Legal Centre (UNLC)
- It is centred around working with real clients - all Professional Program students have direct ongoing contact with clients through participation in advice days and working on in-depth case work and public interest cases whilst on legal professional placement at UNLC.
- It carries out public interest litigation which enhances student capacity for responsible lawyering.

Real client experience is central to the Newcastle model of clinical legal education. The clinical program at Newcastle is more than just skills training. A passion for social justice, respect for the rule of law and a dedication to the interests of clients is fostered. Students are challenged to consider the connections between law in theory and law in practice and are encouraged to reflect upon and critique the practice of lawyering.

UNIVERSITY OF NEW ENGLAND

DETAILS

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Brief Overview

UNE School of Law will be offering a new unit 'Street Law Clinic' for the first time in semester 2, 2011. This unit represents the first stage of the development of a possible suite of clinical legal programs in coming years. Associate Professor Brian Simpson has assumed the role of Director of Clinical Law and Advocacy Programs to oversee these developments.

Program/Course 1: LS 394 Street Law Clinic

This unit involves students teaching law to laypersons in the community. The aim of the unit is to combine academic understanding of the law with community building skills. Students will attend classes in areas of law relevant to the community groups to which they will teach, develop a short series of seminars for presentation and then deliver those seminars. The focus of the Street Law Clinic is to teach law to groups that are often marginalised by the legal system and thus tend not to access information about their legal rights. Thus areas of law that affect young people, the aged, persons with disabilities and the homeless may be areas dealt with in the Street Law Clinic. Students will then be required to reflect on their experience and assess how it has aided their appreciation of law in society

UNIVERSITY OF NEW SOUTH WALES

DETAILS

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Brief Overview

The University of New South Wales Law Faculty offers eight clinical courses or courses containing a formal clinical component. Each of the clinical courses aims to provide students with opportunities to learn about law, the legal system and the role of lawyers within the legal system through working with disadvantaged clients. Students are encouraged to think critically about the law and the legal system through interviewing clients, working on client cases and/or law reform and community education projects.

The courses are:

- Clinical Legal Experience (Intensive)
- Clinical Legal Experience (Non Intensive)
- Clinical Program – Employment Law
- Law, Lawyers and Society
- Indigenous First Year Program
- Family and Domestic Violence Law Clinic
- Human Rights Clinic (intensive and non-intensive)
- Hong Kong Refugee Law Clinic

UNSW students also have the opportunity to participate in a number of internships including the:

- Public Interest internship program
- Social Justice internship program
- Human Rights Internship program.

Program/Course 1 & 2: Clinical Legal Experience (Intensive and Non-Intensive)

The UNSW Law Faculty runs a community legal centre – Kingsford Legal Centre – which assists over 3,000 people a year. Seventy five students each year undertake the generalist clinical program at the Centre. Students attend the Centre either 1 or 2 days a week, doing the course on an intensive or non intensive basis.

Course objectives

The objectives of the course are:

- to develop students' critical appreciation of the law and legal system in Australia through participation in a legal practice working for clients who are financially or otherwise disadvantaged
- to enhance students' contextual understanding of the law and legal process by exposing them to real clients with legal problems
- to provide students with a detailed understanding of the legal aid system and develop students' understanding of issues of access to the legal system for the Australian community
- to develop students' awareness of the role of lawyers in practice in the legal system
- to develop students' understanding of ethics and responsibility in a workplace setting
- to introduce students to the importance of developing basic lawyering skills to a high level of proficiency including communication, interviewing, drafting and negotiation
- to develop students' ability to see beyond a casework approach to legal problems by providing opportunities to participate in campaign and education work and to encourage students to see the law as a vehicle which can be used to protect and develop human rights.

university of new south wales cont'

Students are responsible for running between 2 and 5 legal files supervised by a clinical supervisor. Students do legal research, interview clients, attend court with solicitors and counsel, and draft letters, affidavits, statutory declarations, court documents, and letters of advice. Students respond to public enquiries for assistance and make referrals to other sources of legal and non-legal assistance.

Students also participate in community legal education and law reform projects such as preparing presentations around human rights or submissions on problems with anti-discrimination law. Students have the opportunity to participate in a student advocacy program. In this program they present guilty pleas for clients charged with minor offences at the Local Court.

Students must also:

- attend a morning tutorial of one hour on their rostered days
- assist coordinate evening advice sessions from 6pm to 9p
- participate in weekly 2 hour seminars.

The weekly seminars cover substantive law such as domestic violence and discrimination, as well as practical legal skills such as interviewing, drafting and negotiation. Students also teach a tutorial with the Law Lawyers & Society students discussing issues about interviewing in preparation for evening advice sessions.

The courses are taught by an Associate Professor in the Faculty located at the Centre together with three solicitor/clinical supervisors and other staff with a range of skills.

Students are assessed as: Satisfactory Completion, or Fail. They are assessed on a one-to-one basis in weeks 1, 6 and 12. Students complete a self assessment in week 5. Placements are recognised as part of the professional experience component of the College of Law's Practical Legal Training.

Convenor - Anna Cody (a.cody@unsw.edu.au)

Program/Course 3: Clinical Program - Employment Law

The Centre also runs a clinical program in Employment Law. The objectives of the course are similar to those of Clinical Legal Experience (see above) however the students' cases, law reform work and community legal education focus on employment issues. The assessment process is the same as the Clinical Legal Experience Intensive Course. This course has 5-8 students each session attending 2 days a week. Students gain specialist expertise in a high demand area of the law. In many cases students appear at Fair Work Australia and Chief Industrial Magistrate's Court in conciliation proceedings or other mentions or hearings. Students also visit the Chief Industrial Magistrate's Court in order to learn more about how it works. Clients benefit from legal assistance in a field where there are few resources. A number of private law firms provide solicitors on a rostered basis to provide employment advice at the Centre. This allows students to work with a variety of lawyers as well as providing more assistance to clients. The course runs three times a year.

Convenor - Anna Cody (a.cody@unsw.edu.au)

university of new south wales cont'

Program/Course Name 4: Law, Lawyers and Society

This course teaches legal ethics and the sociology of legal practice to UNSW law students. Including a clinical component for the vast majority of students early in their degrees is a unique opportunity for students to meet and interview real clients and reflect on the way law interacts with disadvantaged clients' lives. Students are trained in interviewing clients and then participate in a legal advice session at Kingsford Legal Centre interviewing clients, under the supervision of volunteer lawyers and clinical supervisors. Through this, they gain an understanding of the work of community legal centres and some experience in the sorts of legal issues which disadvantaged members of the community experience. Over 400 students a year go through the course. Students submit a written report reflecting on their experience of interviewing and their understanding of the work of community legal centres.

Convenor – Anna Cody (a.cody@unsw.edu.au)

Program/Course 5: Indigenous First Year Program, (for 1st year law students and Diploma of Humanities students)

UNSW offers first year Indigenous law and Diploma of Humanities students a clinical program in which they interview and assist clients and gain an understanding of legal services in NSW in weekly seminars. The objectives of the course are:

- to develop graduate attributes of oral and written communication
- to encourage students to continue their legal studies
- to develop students' understanding of the way law can be used to protect human rights
- to develop students' contacts and connection with the Law School
- to enhance the services of Kingsford Legal Centre by increasing Indigenous participation
- to develop final year students' knowledge and understanding of Indigenous issues through mentoring program
- to allow students an understanding of the legal aid system in New South Wales
- to allow students an opportunity to assist people in need
- to introduce students to practical lawyering skills.

Generally 4-14 students enrol in this course and are taught interviewing skills. They also gain an overview of the legal aid system through a series of classes and visits to organisations and Courts. Generalist and employment law clinical students are also involved in the course as mentors to the first year Indigenous students.

Convenor – Anna Cody (a.cody@unsw.edu.au)

Program/Course 6:- Family Law & Domestic Violence Clinic LAWS3240

Six students attend the Centre one full day a week (9am to 5pm) and attend Wednesday afternoon seminars (4-6pm). This clinic develops a range of training modules for various community groups and community members focussing on family law and the cross over with domestic violence, particularly focussing on children and the importance of their interests. One of the units involves a training workshop for Indigenous people at La Perouse, a local Aboriginal community, to be developed in conjunction with the Aboriginal Access worker at the Centre. Students are responsible for preparing and presenting the workshops under the supervision of the Director and clinical supervisor and in conjunction with the Aboriginal access worker. Other units focus on providing training to rural and remote communities in conjunction with Women's Legal Centre to ensure that women living in rural and remote communities are provided with accurate and relevant information about family law and domestic violence. Students also participate in the normal running of the Centre including answering phone enquiries from members of the community, advice nights and making appropriate referrals.

university of new south wales cont'

Course Objectives

- To develop students' critical appreciation of the law and legal system in Australia through participation in a legal practice working for clients who are financially or otherwise disadvantaged
- To enhance students' contextual understanding of the law and legal process by exposing you to real clients with legal problems
- To provide students with a detailed understanding of the legal aid system and develop your understanding of issues of access to the legal system for the Australian community
- To develop students' awareness of the role of lawyers in practice in the legal system and the importance of working in an interdisciplinary way with other community agencies
- To develop students' ability to see beyond a casework approach to legal problems by providing opportunities to participate in community education work
- To develop students understanding of ethics and responsibility in a workplace setting
- To introduce students to the importance of developing basic lawyering skills to a high level of proficiency including communication
- To encourage students to see the law as a vehicle which can be used to protect and develop human rights.

Convenor - Anna Cody (a.cody@unsw.edu.au)

Program/Course 7: Hong Kong Refugee Law Clinic

The Hong Kong Refugee Law Clinic is offered to law students at University of New South Wales in partnership with the Hong Kong Refugee Advice Centre (HKRAC). HKRAC provides general advice and legal aid to asylum-seekers and refugees in Hong Kong. The Clinic provides law students the opportunity to learn both the theory and practice of domestic and international refugee law under the direct supervision of HKRAC's Head of Clinical Programs.

The Clinic course runs throughout University of New South Wales' summer semester but may be offered over winter. Students are required to attend several classes in Sydney before travelling to Hong Kong. In Hong Kong, the Clinic begins with an intensive compulsory two-day training conducted by HKRAC. Four students participate in the course which runs for 8 weeks. Students work at the Clinic during business hours Monday to Friday each week. Students receive 12 units of credits for the course.

The Clinic is intended to fulfill five main objectives:

- To instruct students in the theory and practice of domestic and international refugee law
- To give students an opportunity to develop and apply their professional skills and professional ethics
- To encourage critical analysis of the law, the legal system, clients' place in the legal system and the lawyer's role
- To provide service for unmet legal needs of vulnerable members of the community
- To cultivate a pro-bono ethic and long-term commitment to public service.

Convenor - Anna Cody & Bassina Farbenblum (b.farbenblum@unsw.edu.au)

Program/Course 8: Social Justice Internships

This Program gives students the opportunity to work in one of the nine specialist Centres that are affiliated with UNSW and based on its Kensington campus. The principal goal of the Program is to provide students with training and practical experience in research, writing and advocacy on aspects of policy and practice relating to social justice (especially the reduction of inequality and exploitation). Each successful applicant is allocated as an intern to a particular "host Centre". Interns are required to attend at their host Centre for the equivalent of one day each week over the session, and to undertake additional work in libraries and elsewhere on a flexible basis arranged individually with each intern. Interns are also required to attend seminars.

university of new south wales cont'

The objectives of the course are:

- To develop an appreciation for the professional and personal responsibilities associated with the practice of law
- To observe and participate in a high level of problem solving flowing from the development of policy or legal practice
- To develop the skills to evaluate the impact of law on individuals, communities and the Australian society as a whole
- Communicate effectively, in speaking and in writing.

Convenor – Frances Gibson (f.gibson@unsw.edu.au)

Program/Course 9: Public Interest Internship Program

This Program allows students to undertake, for course credit, internships in selected Public Interest Host Organisations. The focus of the Program is on experiential learning. Students work under the supervision of both the Host Organisation and the Faculty, and obtain training and practical experience in research, writing and advocacy on aspects of policy and practice relating to any area of public interest law. Interns are required to attend at their Partner Organisation for the equivalent of one day each week over 13 weeks. Interns are allocated to individual academic supervisors who run regular seminars or meetings with students during the session.

At the end of this course, students should:

- have developed an appreciation for the professional and personal responsibilities associated with the practice of law
- have observed and participated in a high level of problem solving flowing from the development of policy or legal practice
- have developed the skills to evaluate the impact of law on individuals, communities and the Australian society as a whole
- communicate effectively, in speaking and in writing.

Convenor – Frances Gibson (f.gibson@unsw.edu.au)

Program/Course 10: Human Rights Internship Program

This Program offers postgraduate students the opportunity to undertake research project work in a Partner Organisation with a focus on the protection and promotion of human rights. Under the supervision of a member of the Partner Organisation and the Law Faculty, students undertake a research project relevant to the Partner Organisation's human rights-related work. Students gain valuable experience in research, analysis, writing and advocacy on aspects of law, policy and practice relating to human rights. Interns are required to attend at their Partner Organisation for at least two full days (equivalent) during session and, thereafter, to complete their project in close consultation with their Partner Organisation. Interns are also required to attend a Program Seminar at the close of each session, at which they discuss the research project which has been the subject of their internship.

Partner Organisations include:, Aboriginal Legal Service NSW, Amnesty International, Asia Pacific Forum of National Human Rights Institutions, Australian Human Rights Commission, Australian Lawyers for Human Rights, Brain Injury Australia, Civil Liberties Australia, Disability Discrimination Legal Centre, Disability Studies and Research Centre, Edmund Rice Centre, Indigenous Policy and Dialogue Research Unit, PEN – Sydney, Public Interest Advocacy Centre, Red Cross Australia, Samoa Law Reform Commission, and Women's Legal Services NSW

university of new south wales cont'

A candidate who has successfully completed this course should have:

- completed a written research project in which human rights law and principles have been applied to the work of a human rights organisation
- acquired skills, knowledge and experience in the area of human rights law and policy
- participated directly in policy debates and in human rights-related policy-making, applying human rights law, principles and concepts in a contemporary policy setting
- contributed his/her skills and expertise in the human rights field to the broader community.

Convenor – Frances Gibson (f.gibson@unsw.edu.au)

Program/Course 11: Human Rights Clinic (Intensive & Non-Intensive)

The Human Rights Clinic provides students with practical experience in multifaceted approaches to human rights lawyering in both domestic and international settings. Attending the clinic on campus one or two days each week, students have significant responsibility as legal advisors, co-counsel, or advocacy partners with lawyers and human rights advocates in Australia and Asia, under a UNSW Senior Lecturer's supervision. Through work on specific litigation, advocacy and law reform projects and a weekly 2 hour seminar, the program aims to strengthen students' practical skills in research, writing, advocacy, problem-solving, and independent judgment, while encouraging critical reflection on the role of law and lawyers in advancing human rights at home and in our region. Specific activities may include, for example, supporting local lawyers and organisations in Asia and Australia to bring or intervene in public interest litigation within national courts; drafting communications to UN human rights bodies; undertaking fact-finding and documentation of systemic rights violations; drafting law reform submissions; briefing MPs in parliamentary question processes; or filing freedom of information requests. The 2 hour weekly seminar focuses on ethics and accountability in human rights work while developing students' lawyering skills in areas such as human rights report-writing; law reform submission-writing; advocacy and the media; and international and comparative legal research.

Course objectives:

- To be able to identify and critically assess various legal and non-legal strategies that may be employed by human rights lawyers and advocates in different settings, and critically evaluate the role of law and lawyers in protecting and advancing human rights
- To apply research, writing and problem-solving skills in formulating policy and legal responses to current human rights problems
- To develop practical lawyering skills, including oral and written communication and drafting skills, while gaining experience in producing timely and professional written work-product that may be relied upon by other professionals
- To enhance skills required to engage professionally with a variety of stakeholders in domestic and international contexts, demonstrating appropriate cultural sensitivity and an understanding of ethical, political and professional-accountability issues related to human rights work.

Convenor: Bassina Farbenblum (b.farbenblum@unsw.edu.au)

UNIVERSITY OF NOTRE DAME

DETAILS

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Brief Overview

The NDA School of Law strongly believes that ethical legal education must occur through students actively engaging with the intricacies and dilemmas of "real world" legal practice and through critical reflection on those experiences. This belief, founded on the long tradition of Catholic legal education, is linked with the College's desire for justice within Western Australia. As a practical manifestation of these commitments the School of Law will conduct two clinical-based programs in 2011/12.

Program/Course 1: Law in Context

Law in context is an elective unit available to students in their penultimate and final years. It follows the established placement clinical model that has operated with great success in Australia and North America. The program has been developed with assistance from mentors at Murdoch and Griffith Universities. Students are hosted at various agencies.

The course aims to enhance students' real world legal skills through file management, client interviewing and critical reflection of law, law reform and access to justice. Students attend a seminar series in addition to spending time at their placement. The course is assessed on a pass/fail basis.

The assessment differs according to the type of placement. All placements require legal administrative work and research. Placements have included assisting at the Office of Criminal Injuries Compensation as well as at Community Legal Centres. The unit is a standard 13 week unit but many students continue their voluntary placements beyond the required time.

Program/Course 2: Ethics and the Law

Ethics and the Law is a development of the community service program that has been run for many years at the School of Law. It is a compulsory second year unit for all law students. It is a joint initiative between the School of Law and the School of Philosophy and Theology. The unit is taught by staff from both Schools and is offered during semester 1 and semester 2. The unit is based on a similar program operated by the Centre for Social Concern at Notre Dame University Indiana.

The unit involves the students undertaking lectures in ethical theory and legal ethics parallel to undertaking regular community service. Students undertake a range of service activities depending on their skills and available time.

Currently students are:

- undertaking reading programs with special needs children
- volunteering in Community Legal Centres
- visiting prisoners.

The unit is assessed through an exam, community placement, pre placement paper and a detailed service journal. The unit is a standard 13 week unit.

DETAILS

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Brief Overview

Clinical Legal Education at the T.C. Beirne School of Law at the University of Queensland is run by the UQ Pro Bono Centre. The UQ Pro Bono Centre was established in February 2009 to streamline the pro bono and public interest activities of the School. The Centre's functions include:

- administering and coordinating the School's Clinical Legal Education Program
- developing and managing a pro bono roster to formalise student public interest volunteer work at community legal centres, community organisations, the courts and other legal settings

The School's Clinical Legal Education program has expanded substantially in the past two years. The School now runs five separate clinics.

The clinics all run for one semester each. They each require a time commitment of one day's work per week for 10-13 weeks of the semester. Students are assessed on a pass/fail basis, however in order to achieve a 'pass' grade, they are expected to have reached certain levels of competency, and they must have completed two reflective essays based on their clinical experience. The nature of the assessable tasks vary from clinic to clinic, but generally students will engage in case work (including client interviewing, letters of advice and telephone advice) and some legal research (such as the completion of a fact sheet, submission or advice sheet).

Through the School's Pro Bono Roster, students can undertake legal volunteering activities organised by the School at private practice, community legal centres, the courts and community organisations. Students can also volunteer for 'The Manning St Project' which is the research and policy arm of the UQ Pro Bono Centre. Students do not receive any academic or other formal credit for their pro bono activities, however it is anticipated that at some point in the future, students will only be eligible to undertake clinical legal education if they have first undertaken pro bono work under the roster.

Program/Course 1:- Consumer Law Advice Clinic (CLAC)

The CLAC runs out of Caxton Legal Centre in Brisbane. Students undertake one week of orientation, receive intensive training in consumer law for two weeks, and then undertake casework for seven weeks under the guidance of lawyers who practice in consumer law.

Program/Course 2: Homeless Persons' Legal Clinic (HPLC)

Students spend five weeks of the semester at the HPLC which is a project run by the Queensland Public Interest Law Clearinghouse Inc (QPILCH). Whilst at QPILCH, the students undertake research, law reform and policy work in support of the HPLC. Students spend the other five weeks of semester accompanying HPLC volunteer lawyers to community organisations where they provide pro bono legal advice to clients experiencing homelessness. Students attend and assist at the advice clinic, and then return to the law firm with the lawyers to undertake follow-up legal work.

university of queensland cont'

Program/Course 3: Public Interest Research Clinic (PIRC)

This clinic is devoted to public interest research. Students spend ten weeks undertaking research for QPILCH. To date, students of this clinic have contributed to the body of knowledge on self-representation and mental health and guardianship law in Queensland.

Program/Course 4: Mental Health Law Clinic

In this clinic, students partner with Queensland Advocacy Inc (QAI) in the delivery of legal services to people with mental illness. Students spend 13 weeks working with a solicitor at QPILCH, providing both telephone and in-person advice and assistance to individuals who are subject to, or may become subject to, mental health orders. Students also engage in legal research on issues that impact on persons with mental illness.

Program/Course 5: Prisoner Law Clinic (PLC)

The PLC will run for the first time in semester 2 of 2009. Students will spend five weeks of the semester at QPILCH undertaking casework related to prisoner debt issues. For the other five weeks of semester, students will work at Prisoners' Legal Service (PLS) undertaking law reform and policy research work.

UNIVERSITY OF SOUTH AUSTRALIA

DETAILS

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Brief Overview

UniSA's Legal Advice Clinic began in February 2011. The Clinic is situated within the Law Building. Final year law students provide free legal advice to members of the community on a variety of different areas of law. Supervision is provided by a full time managing solicitor who is a member of staff. The Clinic is a placement option in the 'Legal Professional and Community Service Experience' elective.

Program/Course 1: Legal and Professional Community Service Experience

There is no maximum number of students who can enrol in this course. Some are placed at the Legal Advice Clinic and others are placed at external organisations such as the Office of the Ombudsman, the Guardianship Board, the Courts Administration Authority and Volunteering SA and NT. Students may also be placed overseas, eg in barristers' chambers. Students attend their placement for one day per week for ten weeks, or an equivalent amount of time if the placement is completed in a block (eg overseas). Students may attend a longer placement if they wish. The type of work completed will depend on the placement. If placed in the Clinic, students will work on a range of matters including family law, criminal law, civil and consumer law and a variety of other matters.

Student assessment comprises a Critical Incident Report, a seminar presentation and a reflective portfolio.

The seminar program (1 x 2 hour workshop per fortnight and 1 x 2 hour seminar per week) covers placement preparation, getting the most out of a placement, a range of access to justice issues, ethics and client-centred practice as well as legal skills such as self-awareness, emotional intelligence, interviewing, letter writing and reflective practice. The overall focus is on the role of the lawyer in society.

The course covers ten weeks (one term). Students who wish to complete their placement overseas or interstate must attend the academic (seminars and workshops) programs first and may submit their assignments after completion of the Placement.

UNIVERSITY OF SOUTHERN QUEENSLAND

DETAILS

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Brief Overview

The School of Law began teaching law programs in 2008 and is still developing its clinical offerings. The bachelor of laws and juris doctor curricula place strong emphasis on the development of legal practice skills in research, writing, negotiation, alternative dispute resolution, advocacy, critical thinking, effective oral and written communication, and ethical practice. The first clinical part of the program was developed in conjunction with Toowoomba's main community legal centre. Subsequently, the school has introduced a work integrated learning course, which is an elective in the law programs.

Program/Course 1: Family Law

This elective course contains a clinical component for a limited number of students who work in a community legal centre under supervision on selected case files. Students who are approved for this part of the program are assessed on their learning within the clinical setting in both formative and summative modes. These students spend approximately 8 hours per week at the centre, for the duration of the semester.

Program/Course 2: Work Integrated Learning - Law

This elective course can be taken by on-campus or external students. It involves a detachment in a legal workplace for an agreed period over the duration of a semester, or possibly out of semester time. It is the student's responsibility to propose a legal workplace and to secure the approval of the employer/supervisor. Approval for this detachment will be granted where the School is satisfied that the workplace will provide the student with practical learning experience within a supervised legal environment in which the employer/supervisor has agreed to engage the student in suitable legal activities. The assessment for the course is multi-faceted, and includes the original proposal, the program of activities and practical engagement, together with a reflective account of the experience and a final report, which is presented in both written and oral form.

UNIVERSITY OF SYDNEY

DETAILS

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Brief Overview

The Social Justice Clinical Course commenced in semester 2, 2009. The newly established Social Justice Program arranges for students enrolled in the course to work with various organisations which have agreed to participate in the program. These include the Refugee Advice and Casework Service (RACS), the Public Interest Law Clearinghouse (PILCH), the Environmental Defender's Office (EDO) and the Public Interest Advocacy Centre (PIAC). In addition, students may be placed with other approved organisations, legal centres or law firms. In some instances, students are also engaged to work on particular public interest cases pending in NSW courts. Normally clinical placements are during semester but may also be arranged over the vacation period. Students are required to attend the clinical placements for a period of not less than the equivalent of two weeks (10 days).

Program/Course 1: Social Justice Clinical Course

The Social Justice Clinical Course is a semester length course, with full course credit. Academic assessment is based on: placement evaluation (40%) class participation and class presentation (20%) and a written assignment of approximately 5,000 words (40%).

In addition to a one day per week placement with one of the clinical legal programs, students are required to attend a 2 hour seminar each week. The seminars deal with a variety of aspects of public interest law practice. Topics covered include: the nature of 'public interest' law and 'social justice'; problems of access to the courts and administrative bodies (standing; amicus participation; intervention; SLAPP suits; costs in public interest litigation); obtaining collective redress for mass wrongs (class actions and representative suits); selected areas of substantive and procedural law; clinical skills (client interviewing; alternative dispute resolution; trial advocacy); ethical issues (the lawyer-client relationship; fee and retainer agreements; ethics in advocacy) broader advocacy strategies for achieving legal or policy change (public campaigns and use of the media; the law reform process; parliamentary committees); and the strengths and limitations of public interest advocacy in achieving social justice.

Program/Course 2: External Student Placement Program

In addition to the Social Justice Clinical course, the law school runs the external student placement program. Through this program, individual students are placed with a variety of legal organisations.

UNIVERSITY OF TECHNOLOGY, SYDNEY

DETAILS

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Brief Overview

The University of Technology, Sydney (UTS) offers the subject Community Justice Studies as an elective in the Bachelor of Laws and the Juris Doctor.

Program/Course: Community Justice Studies

Community Justice Studies is taught within the Faculty of Law and introduces students to the dynamics of law reform and community engagement. This subject fosters an understanding of the practice of public or community-based law by giving students experience in, and direct knowledge of, the law in practice. The subject is intended to foster vital legal skills. Enrolment is open to Bachelor of Laws and Juris Doctor students as an elective.

The subject is taught in two parts. Firstly all participants review selected contemporary materials on the practice of public law within a social justice and community context. Key areas include the ethics of practice, identification of areas of legal need in the community, and access to justice. Secondly, participants have an opportunity to engage in practice based learning by choosing to engage in one public law/community activity from a broad range of options.

Options include the following:

A. Research on behalf of a community group

Community agencies such as community legal centres frequently participate in legal research associated with social justice issues. The capacity of such organisations is boosted by research prepared by students, and students have the opportunity to gain valuable insights into the operation of community organisations.

Students may elect to prepare community legal education for community groups by researching, developing and delivering plain language presentations or short courses about legal issues for communities. Community legal education focuses on practical law, affecting members of communities in their daily lives, including consumer protection law, tenancy law, health law, domestic violence, dispute resolution, apprehended violence orders, succession, immigration law and other areas. Option A is generally a major component of the work undertaken as part of option B.

B. External placement in public law or community justice environment

Students will be offered the possibility of undertaking practice based learning with various public law or community justice organisations. Participating organisations include the UTS Anti Slavery Project, the Aboriginal Legal Service NSW/ACT, Legal Aid NSW, the NSW Department of Family and Community Services, the NSW Ombudsman, the Shopfront Legal Centre, Kings Cross and a number of Community Legal Centres including the Communications Law Centre (now based at UTS) and the Inner City Legal Centre.

C. Research publication

Students may complete a research publication such as a law reform submission or submission to a parliamentary committee. Research is a critical skill and this option allows participants to develop policy, analytical and legal skills. Such research is generally undertaken as one of the tasks completed during practice based learning with a specific community or government organisation, although this could be undertaken independently under the guidance of the lecturer. Where the work has been undertaken as part of practice based learning with a social justice organisation, publication of student work is at the discretion of the organisation.

UNIVERSITY OF WESTERN SYDNEY

DETAILS

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Brief Overview

The University at Level 2 of the Parramatta Local Court Building in the new Parramatta Justice Precinct operates a Clinical Education Unit in partnership with Macquarie Legal Centre. The 'Clinical Legal Education' unit provides the law student with 10 credit points towards their LLB degree. The program's broad goals and objectives for UWS law students – being an exposure to community legal practice and social justice and an ability to reflect upon, and contribute to, the range of issues affecting the community legal sector and its clients.

Program/Course Name 1: Clinical Legal Education (University of Western Sydney)

The University of Western Sydney program is run over a period of five days and is undertaken in partnership with Macquarie Legal Centre.

Each day is divided into a theme.

Each morning the students are in client consultations with in-house or volunteer solicitor, answering telephone inquiries, assessing callers for eligibility for service, making appointments, compiling file notes and files.

One to two afternoons a week students are at Macquarie Legal Centre assisting with phone advice service.

In the afternoons students research legal issues as assessment tasks, compile reflective journals and complete any unfinished work from morning sessions.

The academic course convenor is Michaela Byers and Project Manager is Nicole Miller. Students do not attend additional classes on campus.

Assessment is as follows:

- (a) Reflective journal/logbook 50%
- (b) Seminar presentation 20%
- (c) Brochure 30%

The reflective journal is a reflective diary which requires students to critically consider his or her actions, experiences and responses in light of the objectives of the unit.

The objective of the seminar presentation and brochure is to allow students to explore a topic that is relevant to the centre and create material which may be used at the centre. This includes policy analysis, community legal education information or resources that can be used by clients. The seminar presentation allows students to display his or her oral communication skills in the context of the intensive placement and explain the direction of the brochure that they will be writing in plain English.

UNIVERSITY OF WOLLONGONG

DETAILS

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Brief Overview

Since the inception of the University of Wollongong (UOW) Faculty of Law a period of legal internship/work placement has been a compulsory part of the LLB curriculum. Originally a component of the subject Lawyers & Australian Society, from 2009 the clinical component of Wollongong's LLB program takes the form of a discrete subject: LLB 397 Legal Internship.

Program/Course 1: The UOW Legal Internship

The internship is a professional experience placement of 20 days duration in an aspect of law-related practice - such as a firm of solicitors, barristers' chambers, a government or corporation legal office, the Legal Aid Commission, Public Defender, DPP, in a court registry or with a judge, a Tribunal or Commission, in a government policy department or law reform commission, a community legal centre, with police prosecutors, or in any other organisation able to provide the student with experience of the law in practice.

These placements are organised by the Faculty (with students nominating when they wish to do their internship and also nominating areas of interest), although students may register existing employment or a summer clerkship (prospective) which meets the internship guidelines with the Faculty for the purposes of the internship.

The objectives of the internship are:

- to expose students to the application of the law in practice, and to perceive how the learning they acquire in law studies is applied in practice, in ways that cannot be learned from reading or hearing about it
- to enable students to relate different areas of practice to the importance of developing skills of legal research, communication, drafting, practice management and problem solving
- to enable students to observe and reflect upon the values, ethical standards and conduct of the legal profession in practice, and to develop their own attitudes of professional responsibility.

Students and placement supervisors receive handbooks and guidelines which explains the program and its educational objectives. Students are expected to be involved directly in the work of the internship office, not as mere observers. Students are required to negotiate specific internship objectives with their supervisors and submit them to the Faculty within the first three days of the internship. The subject coordinator liaises with the student and internship provider

During the placement, students maintain a reflective journal and must submit for assessment, at least 4 entries from that journal dealing with the professional activities in which they have participated and their observations and reflections on that experience, plus a final piece in which they reflect on their achievement of their placement objectives and the similarities and differences between the law in theory and the law in practice. Student and supervisor also submit an evaluation of the internship.

university of wollongong cont'

Program/Course 2: COSL Project and Public Interest Law elective

In 2009 the UOW Faculty of Law launched its Community Outreach and Service Learning (COSL) Project. COSL provides a framework in which law students can be matched with not-for-profit community organisations to work on projects that will benefit from the students' legal skills. The Faculty of Law works with Wollongong City Council's Volunteering Illawarra and the Illawarra Legal Centre to identify high priority community issues on which the students work under the auspices of the COSL Project.

Participating students are afforded the opportunity to complement the learning they do at university with learning in the community. A central component of the COSL Project is the subject LLB 324 Public Interest Law (an upper year elective), which provides students with an opportunity to apply and extend the knowledge, skills and attributes they have developed in their previous law studies.

Students enrolled in Public Interest Law experience a combination of intensive training and short-term clinical placement, facilitated by the Public Interest Advocacy Centre (PIAC) and the Public Interest Law Clearing House (PILCH) in Sydney. They must then link up with a community or other similar organisation (facilitated by the subject coordinator if the student is not already involved with such an organisation) and assist that organisation with a public interest law project under the supervision of a person from that organisation and the subject coordinator. Assessment consists of a reflective report on the placement with PIAC and PILCH (30%) and the student's report on the public interest law project (5000 words or equivalent - 70%). That report may include the actual research or work done for the organisation (eg a submission to a government department on an issue).

ABSTRACTS PUBLISHED ARTICLES/BOOKS AND/OR PAPERS GIVEN ON CLINICAL LEGAL EDUCATION IN AUSTRALIA IN THE PAST 2 YEARS

AUSTRALIAN NATIONAL UNIVERSITY

Foley, T. (with M Rowe), *Teaching professionalism in legal clinics– what new practitioners say is important*, paper presented to the 8th International Clinical Legal Education Conference, Newcastle Upon Tyne, July 2010.

The paper reported on an empirical research project currently underway in one Australian jurisdiction. The study provided a snapshot of the lived experience of a group of new lawyers in their first year of practice. What these lawyers reported provides fresh insights into how a clinical legal education experience might better prepare new lawyers for practice (forthcoming in *International Journal of Clinical Legal Education*, June 2011).

GRIFFITH UNIVERSITY

Giddings, J., *Influential Factors in the Sustainability of Clinical Legal Education Programs*, PhD Thesis, Griffith University, 2010

This thesis considers how to best recognise and realise the contributions that experiential learning methodologies can make to legal education. The potential to combine community service with student learning distinguishes clinical teaching from other forms of legal education. The thesis focuses on utilising this distinctiveness by deepening the understanding of the factors that influence the establishment and sustainability of clinical programs. It argues that sustainability can be promoted through the constructive integration of clinical methods and insights across the various activities of a law school. Part One of the thesis provides a framework for analysing factors influential in the establishment and sustainability of clinical legal education programs. This covers both the pedagogical and political dimensions of program establishment and sustainability. External influences along with university and law school factors are identified. Part Two comprises four case studies of major Australian clinical programs designed to test the analytical framework in Part One. Part Three consists of the analysis and meta-analysis of the case studies, including the identification of additional factors relevant to the development of clinical programs. The thesis concludes with consideration of how clinical programs can utilise the understandings generated by this research.

Giddings, J., 'Why No Clinic is an Island: The Merits and challenges of Integrating Clinical Insights Across the Law Curriculum' (2010) 34 *Washington University Journal of Law and Policy* 261

This article reflects on the prospects for integrating clinical experiences and insights from clinical teaching across the law curriculum. It addresses the importance of such efforts and the likelihood of their success in enhancing legal education, as well as their role in fostering the sustainability of clinical programs. Classroom-based courses can benefit from the expertise of clinic supervisors whose continuing exposure to legal practice has sharpened their appreciation of client-focused and problem-solving aspects of lawyering. A range of collaborations involving clinic-fluent academics can usefully foster teaching that broadens and deepens law student learning. Simulations have an important contribution to make in the process of integrating active learning opportunities.

Giddings, J., BurrIDGE, R., GAVIGAN, S. & Klein, C., 'The First Wave of Modern Clinical Legal Education: The United States, Britain, Canada and Australia' in Frank Bloch (ed) *The Global Clinical Movement: Educating Lawyers for Social Justice* (2011) Chapter 1

This chapter considers the experiences of a group of early adopters of clinical education in the United States, Britain, Canada, and Australia. There are many accounts of the history of particular clinical programs, generally written by an insider, someone involved in the clinic being described. The same attention has not been given to comparative accounts and to drawing together common threads. The emergence of clinics often appears tied to the development of legal education more broadly, but there are a number of other significant factors—social conditions, happenstance, regulation, as well as influential individuals and groups. In this chapter, we identify similarities in the emergence of clinics as well as variations around service expectations and the prominence of clinics within the academy. The similarities may tell us something about the essence of clinic-based learning.

Giddings, J. & Lyman, J., 'Bridging Different Interests: The Contributions of Clinics to Legal Education' in Frank Bloch (ed.) *The Global Clinical Movement: Educating Lawyers for Social Justice* (2011) Chapter 20

Clinics play a distinctive bridging role in legal education, bringing together groups who otherwise are at best passing acquaintances—law schools and the practicing profession, law students and the profession, law schools and their local communities. Clinics also can link law schools with their alumni. This chapter examines five overlapping elements of clinical legal education for their impact on the broader project of legal education: clinics as components of the curriculum; clinicians (or clinical teachers); clinical teaching methods; clinical social justice values; and clinic students. Each of these elements plays its own role in affecting legal education more generally.

LA TROBE UNIVERSITY

Noone M.A. and Bloch F.(2010), 'Legal Aid Origins of Clinical Legal Education' in Bloch (ed) *The Global Clinical Movement: Educating Lawyers for Social Justice*, Oxford University Press

**Noone M.A. Student selection processes for clinical legal education programs
*International and Australian Clinical Legal Education Conference July 2009 Perth***

MONASH UNIVERSITY

Hyams R: *Non-Adversarial Justice: Opportunities for Clinical Legal Education Paper presented at the IJCLE Conference, Perth 2009*

This presentation investigated the interaction between clinical teaching, academic writing and research and changes to the legal system in the various areas of non-adversarial justice. It investigates the opportunities for clinicians to harness this new energy towards change in the legal system and incorporate this in our skills teaching, research and other academic pursuits.

Hyams R & Gertner F: *Multidisciplinary clinics – broadening the outlook of clinical learning* (To be published in the International Journal of Clinical Legal Education, July 2011): This paper focuses on multidisciplinary legal clinics - law students working in a clinical environment together with students from other disciplines, such as social work, financial counselling and psychology. The paper investigates the pedagogical and practical challenges of establishing and working in such a clinic.

Hyams R: *Assessing Insight: Grading Reflective Journals in Clinical Legal Education*

(To be published in the James Cook University Law Review, 2011). This article focuses on an analysis of reflective journals in clinical legal education. It proceeds from the premise that reflective journals can be a useful teaching tool in clinical programs and will continue to be used in the future as a part of the clinical legal educative landscape. It investigates the pedagogical and practical arguments relating to assessment of reflective journals and asks why we should consider assessing such work.

SOUTHERN CROSS UNIVERSITY

Nielsen, J., 'Creating engaging learning opportunities: CLE and the value of learning at the coalface', in P Keyzer et al, *Community Engagement in Australian Legal Education* (2009), Halstead Press, Ultimo, NSW.

This article discusses the capacity of Clinical Legal Education to foster the development of skills that are fundamental to legal practice, and perhaps more significantly, that it offers an opportunity to develop these skills in a context that promotes 'an ethical understanding of the nature of law' (Le Brun & Johnstone, 1994: 170). The significance of the potential to engage students in critical analyses of ethics and the practice of law is analysed in context of my own clinical teaching experiences

Recent research cont'

UNIVERSITY OF NEWCASTLE

James, C., 'Lawyer Dissatisfaction, Emotional Intelligence and Clinical Legal Education', *Legal Education Review*, 2008, Vol 18, no 1 & 2

Clinical legal education programs that expose law students under supervision to clients with real cases may promote the development of interpersonal skills, which in turn may help them cope with the stressors in legal practice, especially in the first years post-admission.

UNIVERSITY OF NEW ENGLAND

Simpson, B., *Taking Street Law to Regional and Rural Towns: A Rural Resurgence Initiative Project* (March 2010)

<http://www.une.edu.au/faculties/professions/research/ruralresurgence/streetlawreport.pdf> This document is the report of a study which explores the manner in which Street Law might be adapted and offered in the context of a regional Law School.

UNIVERSITY OF NEW SOUTH WALES

Cody, A., and Schatz, B., *Community Law Clinics: Teaching Students, Serving Disadvantaged Communities*, (October 2010) Chapter in 'The Global Clinical Movement: Educating Lawyers for Social Justice', Ed Professor Frank S Bloch, Oxford University Press.

This chapter defines 'community lawyering' and discusses two examples of community lawyering. These are the Columbia University community Enterprise Clinic and the clinics through University of New South Wales' Kingsford Legal Centre. The tensions between teaching students and community needs are explored in both clinics, as well as balancing social justice perspectives within the clinics. The benefits of working with disadvantaged clients for students learning about the law are discussed.

Cody, A; Key note speech, *Yes we can: teaching students about social justice and human rights movements*

7th International Journal of Clinical Legal Education Conference and 10th Australian Clinical Legal Education Conference, July 2009.

Gibson, F., and Chay, A., *Excellence and Innovation in Legal Education* Book chapter, Editors: Kift, S; Cowley, J; Sanson, M and Watson, P,

Frances Gibson and Allan Chay focus on the efficacy and benefits of experiential learning in legal education, including the provision of legal clinics, WIL and practical legal training.

Gibson, F., Article 13 of the Convention on the Rights of Persons with Disabilities 'The Role of the Clinic' forthcoming *International Journal of Clinical Legal Education* 2011

The Convention on the Rights of Persons with Disabilities (CRPD) which entered into force on 3 May 2008 offers the opportunity to people with a disability to press governments for change on the basis of rights accorded to them under the treaty. Article 13 of the Convention requires States to ensure effective access to justice for persons with disabilities on an equal basis with others. This paper examines the parameters of this right and examines how Clinics might choose to adapt their service and educational role in response to the Convention.

UNIVERSITY OF SOUTH AUSTRALIA

Spencer, R., *Doing it with mirrors: Reflecting on reflection and its role in Clinical Legal Education*

To be presented at the Australian National Conference on Clinical and Experiential Learning in September 2011. Clinical legal educators have written at length about the benefits of reflective writing, but the literature appears to contain some gaps in relation to the best ways to teach students to write reflectively in order to gain the most out of a clinical course. There seems to be an assumption that all students can be 'reflective'. Is reflective thinking an acquired skill that can be taught? How does the theory match student expectations? This paper divulges what students really think about reflective writing and how they engage with it as part of the clinical experience.

Spencer, R., *A clean slate: What shall I draw? Establishing a New Legal Advice Clinic in a New Law School.*

This article explores the research that was undertaken prior to establishing a pro bono Legal Advice Clinic within the Law School as part of a service learning and work integrated learning initiative. It explores the policy decisions made in relation to Clinic management and the role of clinical programs in legal education generally. This paper also addresses three major questions which arose out of the research: 1) What is the teaching and learning framework within which the clinic is to operate? 2) What Graduate Qualities will be achieved through the establishment of the clinic? 3) What is the overarching priority of the clinic? Is it to foster a pro bono ethic in law students? Or is it to provide access to justice through pro bono legal advice to the public? Or is it to enable law students to learn professional skills before graduating from law school? This paper will be presented at the 2011 Global Alliance for Justice Education and International Journal of Clinical Legal Education combined conferences.

UNIVERSITY OF SYDNEY

Cashman P, 'Clinical Legal education: Social Justice, Social Experiment or Social failure' chapter 5 in Keyzer P, Kenworthy A and Wilson G (eds) *Community Engagement in Contemporary Legal Education: Pro Bono, Clinical Legal Education and Service Learning*, Halstead Press (2007)

UNIVERSITY OF TECHNOLOGY SYDNEY

Evers, M., Olliffe, B. and Pettit, R. (2011) 'Looking to the past to plan for the future: a decade of practical legal training', *The Law Teacher*, 45: 1, 18 – 44

The beginning of the twenty-first century has seen significant changes in the legal profession, from the increased use of e-communications and incorporated legal practices, to the internationalisation of lawyers and the globalisation of practice. This raises the question - are practical legal training courses providing education that still has value and relevance to students and the profession? Research based on surveying graduates of the Practical Legal Training (PLT) programme at the University of Technology, Sydney (UTS) was undertaken to assess the value and relevance of our course and to consider what changes, if any, were necessary. The findings confirmed that traditional skills of lawyering and established areas of practice continue to dominate the experience of newly admitted graduates. The findings also indicated there were skills which are not emphasised in our teaching but which were considered important by respondents. The survey also revealed some changes to graduates' career options. This article outlines our research and considers the results within the regulatory framework for the delivery of PLT. We consider that there are some changes to our programme which would improve our graduates' experience in transitioning into their first employment and we suggest that consideration be given to a review of some of the requirements for PLT providers. Our experience is instructive for other providers of practical legal education who may be considering renewal and reform of their courses.



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