**Comenius University / International Journal of Clinical Legal Education Conference**

**ENCLE - IJCLE 2019 Improving the Future: Using Clinical Legal Education to Educate Lawyers for a Just Society**

|  |  |
| --- | --- |
| Title | Mrs |
| Lead Presenter First Name | Victoria |
| Lead Presenter Last Name | Roper |
| Organisation of Lead Presenter | Northumbria University |
| Name/s and details of other presenters |  |
| Title of Proposal | Confronting competing interests in clinic - Is the purpose of clinical legal education to educate lawyers for a just society? |
| Summary of Proposal | This seminar will explore the conference theme, and challenge delegates to consider how important they think competing interests in clinic are - student education, employability, social justice and client service. The session will be interactive, using amongst other things the Diamond9 hierarchy ranking tool, participants will be asked in groups to rate certain aims of clinical legal education by placing them in the form of a diamond on a predetermined board. Participants are encouraged to discuss where the cards should be placed, with instructions to also create their own cards of what they think is important. |
| Abstract Proposal | I teach in Northumbria’s award-winning Student Law Office and supervise students who provide free legal advice to entrepreneurs, businesses and charities. I have acted as a clinical legal education external examiner and I am the Trustee and Treasurer of the UK Clinical Legal Education Organisation (CLEO).  The overarching themes of ENCLE/IJCLE 2019 is ‘improving the Future: using Clinical Legal Education to Educate Lawyers for a Just Society’. This seminar will explore the conference theme, and challenge delegates to consider how important they think this purpose of clinic is compared to other competing interests such as student education, employability and client service.   This session will employ visual methods. After an opening explanation and presentation, delegates will be asked to stand up and then position themselves within the room according to what they consider to be the most important aim of CLE. Student education will be at one end of the spectrum, social justice at the other. Once positioned, delegates will be asked to speak to their neighbours and discuss why they have stood where they have.   Following this introductory exercise delegates will be asked to split into smaller groups and each group will be given a Diamond9 template and cards which can be placed onto the template. The Diamond9 is a method developed from primary education research. It is a hierarchy ranking tool, whereby participants will be asked to rate certain aims of clinical legal education (developing student legal skills, developing student knowledge, developing student employability, instilling social justice in students, helping clients access justice, providing a quality service to clients etc.) By placing them in the form of a diamond on a predetermined board. Participants are encouraged to discuss the various cards and where they should be placed, with instructions to also create their own cards of what they think is important. This exercise takes on average 15 minutes and will allow me to collect both quantitative and qualitative data, the discussion of the cards adding depth to their final placement. The data will be used for research purposes (subject to ethics approval and participant consent).   The session will conclude with a presenter led plenary discussion. |