

TEACHING LARGE CLASSES IN THE LAW
SCHOOL: LESSONS AND CHALLENGES FROM
THE NIGERIAN LAW SCHOOL

by

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The Nigerian Law School is the largest law school in Africa. It started the training of lawyers in 1963. Annual enrollment in the School currently averages 5000. Students of the Nigerian Law School are graduates of law faculties of Nigerian universities and universities in other jurisdictions. Attendance at the Nigerian Law School for Bar Vocational training is a mandatory requirement for qualification to practice as a barrister and solicitor in the legal profession. The School runs a multi Campus arrangement, training students in subjects on the practice of law. The smallest class has about 300 students, with the largest having about 1500 students. Whilst there are arguments against teaching law in large classes, the experiences and lessons from the Nigerian Law School demonstrate how the institution has adapted successfully. Some of these include uniformity in the instructions received by students; and it is also cost effective. In highlighting some challenges, the advantages of the Nigerian arrangement will demonstrate peculiarities that should be of interest to experiences in other jurisdictions.

Teaching Large Classes in the Law School: Lessons and Challenges from the Nigerian Law School

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Abstract

The Nigerian Law School is the largest law school in Africa. It started the training of lawyers in 1963. Annual enrollment in the school currently averages 5000. Students of the Nigerian Law School are graduates of the law faculties of Nigerian universities and universities in other jurisdictions. Attendance at the Nigerian Law School for Bar vocational training is a mandatory requirement for qualification to practice as a barrister and solicitor in the legal profession. The school runs a multi campus arrangement training students in subjects on the practice of law. The smallest class has about 300 students, with the largest having about 1500 students. Whilst there are arguments against teaching law in large classes, the experiences and lessons from the Nigerian Law School demonstrate how the institution has adapted successfully. Some of these include uniformity in the instructions received by students; and it is also cost effective. In highlighting some challenges, the advantages of the Nigerian arrangement will demonstrate peculiarities that should be of interest to experiences in other jurisdictions.

Establishment of the Nigerian Law School (Historical Background)

Prior to 1962, the Chief Justice of the Federation of Nigeria had the discretion to admit to practice law in Nigeria, any person who satisfied him that:

- (a) He is entitled to practice as a Barrister or Solicitor in England, Scotland or Ireland: and
- (b) He is of good character.¹

Upon admission to practice in Nigeria, such a person was entitled to practice as a Barrister and Solicitor.² But, the training for legal practitioners was either for admission to the Bar as a Barrister or to practice as a Solicitor in England. The application of the law therefore brought shortcomings to the practice of law in Nigeria, some of which are enumerated below:

- (a) England has a dichotomy in legal practice and the practitioner trained there as either a Barrister or Solicitor, but upon enrollment at the Supreme Court in Nigeria, he practiced as both Barrister and Solicitor. Almost all Nigerians admitted to practice in Nigeria had been trained as Barristers in England. This then meant that they were enrolled to practice an aspect of the profession in which they had no training.

¹ . This discretionary power of the CJN was contained in Order XVI Rule 1 of the 1876 Supreme Court Civil Procedure Rules.

² . See Rule 6 of Order XVI.

- (b) The Legal Practitioner had received a purely British education. He would have no knowledge of the Nigerian Legal System, Nigerian Customary Law, Nigerian Land Law, and Nigerian Constitutional Law. He would have been trained on the British Unitary system of government, but not the federal system of government in Nigeria.
- (c) Most Nigerians who trained in England then did not possess a university degree because it was not a requirement. The minimum educational requirement for enrollment at one of the four Inns of Court which constitute the English Council of Legal Education was the General Certificate of Education (GCE) O'Level or its equivalent.
- (d) Most of them did not also undertake the three months post call practical course and the pupillage of one year because it was not mandatory for practitioners who did not intend to practice in England.

These shortcomings prompted the Federal Government to set up the Unsworth³ committee in 1959 "to consider and make recommendations for the future of the legal profession in Nigeria with particular reference to legal education and admission to practice, the right of audience before the courts and the making of reciprocal arrangements in this connection with other countries." The committee submitted its report in October 1959. It recommended *inter alia* that:

- (i) Nigeria should establish its own system of legal education to meet the needs of the country and the conditions stated in Order XVI Rule 1 of the 1876 Supreme Court Procedure Rules should no longer be applicable.
- (ii) A faculty of law should be established in the University College, Ibadan⁴ and subsequently at any other university to be established in future.
- (iii) A School of Law to be known as the Nigerian Law School should be established in Lagos to provide for vocational training of legal practitioners in the work of a Barrister and Solicitor.
- (iv) The Council of Legal Education should be established and the Nigerian Law School should be under the supervision of the Council. The Council should also be responsible for approving the syllabus for the course of the school.
- (v) The qualification for admission to legal practice in Nigeria should be a degree in law obtained from a University whose course for the degree is recognized by the Council of Legal Education and the vocational course prescribed by the Council.
- (vi) Any law graduate from a University whose syllabus is not accepted by the Council should be required to take further examinations.

The Federal Government accepted and implemented these recommendations. It enacted the Legal Education Act 1962⁵ and the Legal Practitioners Act 1962.⁶ The Legal Education Act established the Council of Legal Education and in pursuance of its mandate, the Nigerian Law School was established in late 1962. The school ran its first maiden three months

³ . Mr A I G Unsworth, the Hon. Attorney-General of the Federation was the chairman of the committee

⁴ . University of Ibadan was then the only university in Nigeria.

⁵ . This Act has been amended and is now known as the Legal Education (Consolidation) Act, Cap L10 Laws of the Federation of Nigeria 2004.

⁶ . Cap L11 Laws of the Federation of Nigeria, 2004.

course for only eight students in Lagos from January to April 1963. The first full one year vocational training was in October 1963 and similar courses have continued from then to now. The student population has since grown from eight in 1963 to an average of 5,000 per academic session currently. The number of campuses has also grown and there are now six campuses in Lagos, Enugu, Kano, Yenagoa, Yola and the headquarters at Bwari, Abuja. Today, the Nigerian Law School is the largest Law School in Africa. Law graduates from Nigerian universities whose course of study for the LL.B degree is accepted by the Council of Legal Education are admitted into the Nigerian Law School to undertake the Bar Part II programme. Law graduates from foreign universities are also admitted to the Nigerian Law School but are required to attend a mandatory three months Bar Part I course before they are qualified to undertake the Bar Part II vocational training.

Basic Components of the Bar vocational training at the Nigerian Law School

It is mandatory for students of the Nigerian Law School undergoing the Bar Part II programme to undertake the following:

- (a) Curriculum based lectures;⁷
- (b) Keeping of three dining terms;
- (c) Three months Court and Law Office externship;
- (d) Portfolio assessment of participation in the externship programme;
- (e) Mock trials; and
- (f) Summative examinations comprising Multiple Choice Questions (MCQ) and scenario based practical/essay type questions on all the five modules taught during the Bar Part II programme at the school.

Teaching methodology at the Nigerian Law School

Teaching Approach in The Past – Prior to 2008, the teaching method in the school was limited to teachers in each course preparing lecture notes for students and while in class, alternately teaching and dictating the prepared notes. Hand – outs were sometimes made available to the students in addition to hard copies of hand books on all the courses. There were also Tutorial classes during which students under the guidance of teachers were engaged in answering questions on topics earlier treated in the class. This teaching approach has advantages as well as disadvantages. One advantage is that the course lecturer makes available to the students only relevant and simplified learning materials which he has synthesized from statutes, case laws and text books etc. It also ensures uniformity in the learning materials available to students. But, the disadvantages outweigh the advantages. Some of the disadvantages include:

- (a) Minimal participation of the students in the active learning process, because the students are limited mainly to listening to the tutor and taking down dictation. Education theorists postulate that the percentage retention of students following this

⁷ . Physical attendance is mandatory.

teaching method is 20% compared with other teaching methods that engage the students more actively.

- (b) This teacher focused /“spoon feeding” approach was capable of breeding intellectual laziness because students are not motivated to develop their research skills.
- (c) The students’ knowledge of the subjects will be limited largely to the extent of the lecture notes prepared by the tutor and the hand book.

For years, the large population of students posed a major challenge to adopting a more student focused and work-based practical teaching approach. But, in the year 2007, in a bid to overcome some of these problems enumerated above, the Nigerian Law School began a major review of its curriculum and teaching methods. With assistance from the World Bank and working in conjunction with International Consultants/Professors of Law experienced in clinical legal education from other jurisdictions, the School began to fashion out and construct a framework for a more student focused and work-based practical approach to teaching a large class. Series of curriculum development and “train the trainer” capacity building workshops on clinical legal education beginning from May 2007 to 2010 were organized to drive the curriculum review and change in teaching methods.⁸ No doubt, as Maguire and Brayne correctly observed, the World Bank funding is indicative of the importance to the Nigerian society in particular and in broader terms, to global development, of a well trained, highly professional and ethical legal profession providing services to individuals, corporations, and governments, accountable to the courts, the profession and the highest ethical values⁹. Till date, annual academic retreats involving all six campuses of the school are held as the school continues to fine tune its curriculum review and teaching methods.

Current Teaching Approach –

Courses Taught

Following the review of its curriculum and change in teaching methodology, the courses currently taught in the Bar Part II programme are:

- (a) Criminal Litigation;¹⁰
- (b) Civil Litigation;¹¹
- (c) Property Law Practice;¹²
- (d) Corporate Law Practice;¹³ and
- (e) Professional Ethics and Skills.¹⁴

⁸ . The first in the series of workshops was the Capacity Building Workshop on Clinical Legal Education at the Bridge Digital Institute, Utako, Abuja. Several others have followed in Abuja, Lagos, Calabar and Uyo.

⁹ . Chris Maguire & Hugh Brayne, Final Report of Consultants dated 18th of December 2007 , Nigerian Law School World Bank Assisted Legal Education Capacity Building Project “Constructing a Framework for the Work-based learning element of Nigerian Professional Legal Training”, p. 2.

¹⁰ . Prior to the curriculum review in 2008, this course was known as Criminal Procedure.

¹¹ . This was formerly Civil Procedure.

¹² . This was formerly Legal Drafting and Conveyancing.

¹³ . This was formerly Company Law.

Although these courses were also taught under the old curriculum under other names, basically the course contents have not changed. It is the approach to teaching them that has changed. Now the teaching approach is much more practical, work-based and student focused.

Lecture Period

The lecture period is uniform across all campuses and is as follows:

9.00 am – 11 am - Interactive overview and class activities including presentations by students.

11.00 am – 11.30 am - Tea Break

11.30 am – 1.30 pm - Interactive overview, class activities including presentations by students, feedback and debriefing.

Teaching/ Learning Methodology

The current approach is students' focused and work-based practical legal training because the students are actively engaged in the learning process. It works as follows:

- (a) At the point of registration or shortly thereafter, students are provided with hard copies (e-copies are available on the web portal) of the entire curriculum and lesson plans covering all the 20 weeks of lessons and tutor/student contact time in each course.
- (b) Students are also provided with e-handbooks in all the courses, checklist of sample drafts to provide a comparative guide for the students and list of recommended text.
- (c) Pre-class activities are prescribed for each lesson in each lesson plan in each course. Doing the pre-class activities ensures that students prepare ahead for the lesson, by reading and researching recommended text, statutes, case laws and/other relevant materials and also preparing assignments such as drafting legal documents etc. Having prepared for lessons ahead of the class, robust student participation is expected in the class. In a large campus such as the Headquarters where the student population is usually about 1,500 (and sometimes more), the students are grouped into units of 80 - 100. These units are each assigned to an academic mentor who will provide academic assistance when needed. The units are further sub divided into study groups of not more than 20. Some pre-class activities require the students to work together in their study groups for presentation in class, while some others require them to work singly or in pairs.
- (d) Each lesson begins with an interactive overview of the topic by the tutor who encourages the students to actively participate by random questions and answers, presentation of prepared legal opinion, drafts and assignments. In the engagement

¹⁴ . In 2008, this course had its name changed to Law In Practice, but again in 2013, series of inquiries within and outside Nigeria made it clear that the name "Law in Practice" did not adequately reflect the course content and it was once more renamed "Professional Ethics and Skills".

between the tutor and the students, the tutor acts as more of a facilitator and moderator.

- (e) Class activities follow the overview, for example, moot court, simulations, role-plays, debates, showing of video clips of Inns of Court School of Law Training Series etc. The idea is to further deepen students' understanding of the lesson and to help them learn lawyering skills. The activities are all driven by specific learning outcomes captured in the lesson plans and both the students and tutors work towards achieving these learning outcomes.
- (f) Debriefing/Feedback through quizzes, class tests and summative examinations at the end of the course. Through debriefing and feedback, it will be clear whether the lesson met all the elements of a good clinical legal education, that is, knowledge, skills and values.
- (g) After-class activities. In January 2014, the Headquarters Campus (Bwari) commenced after-class activities modeled after tutorial classes. The idea originated in the Lagos campus, as an additional pro-active means of teaching a large class.¹⁵ Other campuses have also adopted after-class activities which have proved beneficial to learning.
- (h) Special lectures are periodically delivered by practitioners with a wealth of practical experience in special areas of law, drawn from an adjunct faculty most of who are Senior Advocates of Nigeria.
- (i) Law clinics. Following the curriculum review, all the campuses of the Nigerian Law School set up Law clinics, the objective being to develop and enhance the students' learning experience and understanding of legal process, professional responsibility and ethics, legal skills and the role of law and justice in society. Integration of clinical work within vocational programmes is desirable in so far as it enables students to better understand concepts and principles of law and the context within which these operate.¹⁶ Each campus identified and set up the type of law clinic it found most suitable taking into consideration factors such as location, student population and the school calendar etc. Enugu campus, for example, runs live client clinic and street law, Abuja campus also runs a live client clinic and outreach clinic, while Kano campus has an outreach clinic via its Bagauda radio FM.
- (j) Externship programme. A major focus of the curriculum review in 2008 was the court and law office attachment programme. Based on an impact assessment carried out, it

¹⁵ . Osamolu S A, Imperatives for the Development of new teaching methodology and techniques at the Nigerian Law School, being a paper presented by the Headquarters of the Nigerian Law School at the 2015 Nigerian Law School Academic Retreat, 5th to 8th March 2015 at the Nigerian Law School, Victoria Island, Lagos Campus, p. 3

¹⁶ .Phillip Plowden, Model Standards for Live-Client Clinics, A Clinical Legal Education Organisation (CLEO) document, p. 9

became necessary to review the programme. A committee was set up for this purpose and the committee's report formed the basis of the reforms which the School implemented with effect from the 2012/2013 session.¹⁷ The name was changed from "Court and Law Office Attachment" to "Externship". The Externship programme lasts for three months and consists of two parts – the court placement and the law firm placement. The programme is designed to achieve the following goals:

- i) Develop the Extern's lawyering skills;
- ii) Make the Extern understand various aspects of the legal system and the legal profession;
- iii) Inculcate in the Extern's a sense of professional responsibilities and values; and
- iv) Develop the Extern's ability to reflect on and learn from their experience.¹⁸

In order to achieve these goals, fundamental changes were made to the programme. For instance, it is now mandatory for each Extern to keep time logs and journals of daily activities and reflections throughout the externship. Custom made log books are provided for this purpose. Entries in the log books include tasks assigned by the field supervisors,¹⁹ proceedings in court, activities in the law firms such as client interview and counseling, visits to Land registries, corporate affairs commission, prisons, police stations etc. The field supervisors peruse the externs' log book and sign same on a weekly basis for authentication. Detailed guidelines and instructions as well as code of conduct for the Externs and the Field Supervisors are provided in the Externship Student Handbook and the Externship Field Supervisor's Handbook. Both of these books are made available to the Externs in hard and/or soft copies.

(k) Externship Portfolio Assessment. At the end of the externship, each returning Extern presents a portfolio assembled during the externship for assessment before a panel made up of a full-time teacher and adjunct (a practicing lawyer). The aim of the assessment is to find out if the students have achieved the goals of the externship programme. It is a forum and opportunity to continue a formative learning of law and practice for students and assessors alike.²⁰ A form of assessment is used and the final score for each student shall be the average marks of the panelists. An Extern's portfolio comprises of:

- (i) Two log books (one for the court placement and the other for the law firm placement);
- (ii) Two reflective essays titled "The management and organization of the law firm where I was placed" and "An ethical dilemma".
- (iii) Confidential Externship evaluation report from the Law firm Field Supervisor;
- (iv) Law firm and Court evaluation survey forms completed by the extern;
- (v) General report by the extern to be presented before the portfolio assessment panel by power point slides only.

¹⁷ . Nigerian Law School Externship Student Handbook, 2013 ed., p. 7

¹⁸ . Ibid., p. 9

¹⁹ . The field supervisors are the Principals at the Law Firms and the Judges and Magistrates in the Courts where the Externs are placed.

²⁰ . Nigerian Law School Student Externship Handbook, op. cit., p. 22

- (vi) Evidence of engagement in activities and tasks performed such as copies of legal opinion, letters, reports, writs, pleadings and drafts of other documents and forms written by the extern during the externship. The school encourages the field supervisors to actively engage the externs by giving them tasks and even to assess their performance of such tasks.

In a large campus such as Abuja, the portfolio assessment may run for upwards of two consecutive weeks, beginning from 9.00 am to 6.00 pm daily excluding Sundays. But, in a smaller campus, it may run for a few days. In all the campuses, each student appears individually before a panel and spends an average of 30 minutes presenting his portfolio. The assessors have a responsibility to give the Extern robust feedback as a form of formative assessment aimed at driving the outcomes of the set goals for the externship programme. For an extern to qualify for call to the Bar, he must score a minimum total mark of 70% at the portfolio assessment.²¹ A candidate who scores below 70% would be made to repeat the externship at a suitable date and submit a fresh portfolio for assessment.²² Although the reformed externship programme has been lauded by stakeholders as a success in the professional training programme of the Nigerian Law School,²³ there are still some challenges which we shall discuss shortly.

- (l) Externship Multiple Choice Questions (Bar Final Examination). To further underscore the importance of the Externship programme, the School has recently introduced an Externship MCQ, aimed at testing the Extern's engagement during the programme. The maiden examination is slated for 21st March 2015 and each Extern's score will count as part of his score in the Bar Final examination which comes up later in the year.
- (m) Mock Trials. It is mandatory for all students to participate in mock trials which are organized in all the campuses. With the cooperation of the judiciary, serving Judges of the High Court and sometimes Justices of the Court of Appeal preside at the mock trials at the School. In the large campuses such as Abuja, there may be as many as six Judges sitting in six court rooms simultaneously throughout the week slated for mock trials. The students are divided into groups, given a scenario to work on and placed under a tutor who trains them and prepares them for the mock trial based on the scenario. Each student must play a role, either as counsel, witness, court registrar, witness, research assistant etc. To encourage greater participation, attendance at rehearsals is taken and an absentee student may get a query for failure to participate. The School is also considering the modalities for scoring some percentage for students participation in mock trials and making such a score count in the Bar final examination.
- (n) Use of Information Technology. E-learning materials are uploaded on the web portals as well as designated email accounts and platforms for students. Electronic Interactive boards and Power point projectors are also available and in use in the classrooms. E-

²¹ . Ibid. p. 23

²² . Ibid.

²³ . Ibid., p. 7

materials are available in the Library for students' research. At the E-Library, students and staff can access Lexis-Nexis, Law Pavilion and Westlaw.

- (o) Use of Library. A major impact of the revised curriculum is greater use of the library by students throughout the school year, the reason being that the revised curriculum engages them in more research from day to day.²⁴ This is a marked departure from the past experience whereby most students use the library when examinations are approaching.²⁵
- (p) Mentorship. This was introduced recently in order to afford students the opportunity of having greater guidance by a tutor/academic mentor. The students are divided into groups of 100 or more and each group is placed under the mentorship of a tutor/mentor. The tutor/mentor offers academic assistance and advice to his group of mentees. They are also the official liaison between the field supervisors, the Externs and the Nigerian Law School in matters relating to the Externship. They arrange pre-externship meetings with the Externs under their supervision, and also monitor their progress during the Externship. Mentees who encounter challenges in their placements during the externship report to their mentors who endeavour to ensure that such challenges are dealt with.
- (q) Dining Terms and Cocktails. The compulsory three dining terms have been maintained as an integral part of the training of aspirants to the Bar. Students are expected to observe a modicum of decent behavior, decorum, table manners and protocol. The essence of the law dinners is to afford the students the opportunity of meeting eminent members of the profession from the Bar and the Bench and to learn from them at first hand, those intangible things about the profession, its tradition and its demands which cannot be learnt from the pages of text books, law reports or lectures.²⁶ Students' cocktail parties which were introduced with the aim of engendering interaction of students at the school and after²⁷ have continued till date. They also provide a forum for students to learn etiquette, as befit learned gentlemen of the noble profession.
- (r) Assessment of students and Examinations. This is meant to evaluate students' understanding and appreciation of a course. The types of assessment at the Nigerian Law School include:
 - (i) Classroom assessment through feedback, assignments and presentations after small group sessions.

²⁴ . Final Report on the Evaluation and Impact Assessment – The New Curriculum of the Nigerian Law School, J U K Igwe, 24th of May 2011, p. 27

²⁵ . Ibid.

²⁶ . Nigerian Law School Course Hand book on Professional Ethics and Allied Matters, 2005/2006, p.3

²⁷ . Ibronke, B A, Mission Statement as Director-General of Nigerian Law School, December 1979 to December 1993, Fifty years of Legal Education In Nigeria – Challenges and Next Steps, 2013, pp. 96 - 97

- (ii) Externship portfolio assessment aimed at assessing the participation and engagement of students during the externship programme.
 - (iii) Externship MCQ. This was recently introduced and the scores of each Extern shall count as part of the Bar final exam. It aims at testing the students understanding of experiences during the Externship.
 - (iv) Bar Final Examination. Ibironke²⁸ observed, perhaps correctly, that examination is widely recognized as the nightmare of most Heads of Educational Institutions in Nigeria. He noted the lengths to which some students would go in order to cheat at examinations, so much so that it is not only the knowledge of the examinee that is on trial during examinations, but also the competence of the Head of the School and the reputation of the School.²⁹ As safeguards, certain measures have been put in place to ensure the sanctity of the examinations. For instance, questions for each course in the Bar final examinations are selected and typed on the morning the examination is to be written, thereby eliminating the possibility of leakages. With thousands of scripts to mark, the School adopted conference marking and no one can determine which answer scripts he will mark. Only the examination coordinators assign packs of answer scripts to markers. Throughout the marking exercise, Directors and Deputy Directors of Academics continuously cross check (moderate) the marking by the internal and external examiners to ensure compliance with the marking scheme. Law School results are classified and the argument in favour of this practice is that it encourages students to work harder. Over 5,000 students sat for the last Bar final examinations held in August 2014 and recorded 56% pass, with four students in 1st Class. There is no doubt that it was a true reflection of the students' performance. A student who fails to pass the examination after six attempts is not allowed any further attempts.
- (s) The Council of Legal Education recently made it mandatory for all resit candidates to undergo eight weeks of intensive revision classes at the School before they will be eligible for the resit examination. The aim is to help the students prepare adequately for the resit examination.

Challenges

Teaching large classes at the Bar Vocational stage, no doubt, comes with a myriad of challenges. One of these is the fact that some students who are slow learners and require personal attention may find the class size daunting. As noted earlier however, our mentoring programme currently serves as a potent panacea as it provides a link between students and academic faculties at individual or very small group level.

²⁸ . Supra, p.95

²⁹ . Ibid.

The Future

(a) Classroom Solution

As earlier mentioned, special lectures are delivered periodically at the School by persons with a wealth of experience in some special areas of the law. In order to enable these special lectures be viewed across all the campuses live, the Nigerian Law School has recently engaged the technical assistance of NigComSat to provide Classroom Solution (video conferencing) which is expected to take off soon. This then means that our special lecturers do not have to travel to all six campuses in order to deliver lectures to students in all the campuses. If a special lecture is taking place at the Headquarters for instance, it will be beamed to all other campuses and the entire student population of the School can participate and benefit without the necessity of the lecturer moving from campus to campus. This will enhance uniformity in delivery of lectures. It will also be cost effective in the long run. It is hoped that Classroom Solution will take off in the near future. The maiden lecture will be delivered at the Headquarters by the Honourable Attorney-General and Minister of Justice and beamed live to all the campuses.

(b) Pervasive Quality Assurance

It is imperative for the School to have a functional and vibrant quality assurance system embedded in every facet of the Nigerian Law School programme. To this end, the Heads of campuses and Heads of academic departments have a pivotal role to play. The School is looking to fashion out a quality assurance framework which will be continuous, pervasive and pro-active. A quality assurance department made up of entirely external personnel who may come on an occasional oversight visit may not make much impact.

(c) Continuous Review of the Bar Vocational Training Curriculum

The School hopes to adopt a system of continuous review of the Bar Vocational training Curriculum in collaboration with the end users to ensure a needs-driven Curriculum. No doubt this will ensure that the products from the School continue to meet the expectations and standards of the end users.

Conclusion

The Nigerian Law School has a mandate as the primary provider of vocational/professional training for aspiring members of the Bar. In its 50 years of existence, it has continued to fulfill its mandate creditably training the manpower needs of an entire arm of the Nigerian Government (the judiciary) as well as some African countries such as Cameroun and until recently, Gambia. Along the way, there have been challenges, particularly as regards teaching the large student population. But, the School has been pro-active in its attempts to overcome these challenges. It recognized its peculiar challenge of having a large student population and has been able to fashion a framework for effectively teaching its large classes. The framework may not be perfect yet, but it is largely working effectively and it is our hope that it will continue to evolve as it strives to meet the needs of globalization.