

THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR



**THE PRESIDENT'S OFFICE, CONSTITUTION, LEGAL AFFAIRS,
PUBLIC SERVICE AND GOOD GOVERNANCE**

ZANZIBAR

**CURRICULUM FOR POSTGRADUATE DIPLOMA IN LEGAL
PRACTICE (PGDLP)**

FOR

THE LAW SCHOOL OF ZANZIBAR

MAY, 2022

List of Abbreviations

LSZ	Law School of Zanzibar
NGO	Non-Government Organization
OPE	Oral Practical Exercise
PGDLP	Postgraduate Diploma in Legal Practice
WPE	Written Practical Exercise

Preface

The Revolutionary Government of Zanzibar through the Ministry responsible for Legal Affairs has established the Law School of Zanzibar (LSZ) for the main purpose of training advocates to be able to practice law as part of the efforts in attainment of justice. The establishment of the Law School in Zanzibar for the first time in history could only be realized by setting the appropriate curriculum to be used for the intended school.

This curriculum will, among other things, help significantly in strengthening the legal expertise and promote foreign and local jurisprudence to advocates in dealing with legal issues that will include human rights and good governance as a whole and in the long run the achievement of administration of justice which is in an alignment with the ruling Chama Cha Mapinduzi (CCM) Election Manifesto 2020/2025.

From this background, the curriculum has also taken care of the legal and social needs of Zanzibaris in particular and Tanzania and other East Africa countries in general which in one way or another share the main features of legal system. This means that the School will definitely fulfill the market demand in the region and support its graduates to move freely in the East Africa countries.

The development process of curriculum involves a number of stages, including the Needs Assessment from the stakeholders, Curriculum Information Report and Validation. This was carefully done to ensure the people of Zanzibar have a sense of ownership of the curriculum.

We are now, therefore, looking forward that the curriculum will yield positive results and the school graduates will play an active role in defense and promotion of justice to all in the country. On its side, the Revolutionary Government of Zanzibar will continue providing the maximum support to the school and other related legal institutions in ensuring smooth implementation and achievement of the curriculum objectives.

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Principal Secretary, President's Office, Constitution, Legal Affairs, Public Service and Good Governance.

Acknowledgments

The development of this Curriculum Framework for Postgraduate Diploma for Legal Practice could not have been achieved without the contributions of various stakeholders in the Zanzibar legal sector. We sincerely appreciate the efforts from several individuals and institutions who came forward to present their opinion.

Special thanks should go to the Principal Secretary, the President's Office, Constitution, Legal Affairs, Public Service and Good Governance, Mr Seif Shaaban Mwinyi, Judges of the High Court of Zanzibar, Magistrates of different jurisdictions in the Zanzibar Judiciary, Kadhis, the Director of Public Prosecutions, the Deputy Attorney General, State Attorneys, the Director of Legal Aid, Court Clerks, the President and Vice President of Zanzibar Law Society, Advocates, the Zanzibar University, the Zanzibar Female Lawyers Association, the Zanzibar Legal Services Centre and other stakeholders for their invaluable contributions in the process of developing this curriculum.

We also wish to recognize the efforts of the main principal consultants Mr. Mohammed Ali Mohammed of Department of the Teachers Education and his team; Advocate Dr. Mzee Mustafa Mzee from the State University of Zanzibar and Mr. Omar Msusa of the Zanzibar Institute of Education. I would also like to acknowledge efforts of the entire staff of the Law School of Zanzibar and the members of the Council of the Law School of Zanzibar which is led by retired judge of the Court of Appeal of Tanzania, his Lordship Mbarouk Salim Mbarouk for one way or another providing their contributions in the development of this Curriculum. The last but not least we would like recognize the efforts and contribution of the Department of Planning, Policy and Research which is falling under the sphere of the President's Office, Constitution, Legal Affairs, Public Service and Good Governance.

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PART ONE- INTRODUCTION

1.0 Introduction and Background Information

The legal history of pre-revolution and post revolution of Zanzibar indicates that there was no School of Law. The Legal Practitioners Decree of 1941 did not require law degree holders to attend competency-based training programme specifically tailored to mould the legal practitioners to perform as per the people expectations as well as adhere to high ethical and professional standards of conduct. As a result, those lawyers opting to practice in the courts had attached themselves with private legal firms or the Attorney General's Chambers for a period of six months. Thereafter, they petitioned to the Chief Justice of Zanzibar for admission.

In fact, there was no a harmonized curriculum governing operation and supervision of the twelve months' field attachment. Worst of it, some lawyers were placed under the supervision of young advocates with less than three years legal practice and experience. Even though, there are a considerable number of practicing advocates in Zanzibar, there is very low level of professional legal performance that leaves much to be desired. This is evident through complaints from some judges and magistrates, some advocates and the people who had engaged the advocates to represent them in the courts.

As that was not enough, a number of researches and reports including the Legal Sector Reform Strategy 2014/2015 to 2018/2019, the Report of the Judicial System Review Commission of Tanzania of 1977, the Report of Legal Practitioners Decree No. 28 of 1941 which was prepared by the Law Review Commission of Zanzibar of 2014 have pointed out to the low level of professional legal performance in Zanzibar. Hence, this has resulted into affecting the people confidence in the judiciary itself and the advocates in the exercise of administration and determination of cases that are brought before the courts in Zanzibar.

This has further impacted on access to justice in Zanzibar which is in the first-place contrary to the Goal 16.3 of the United Nations: the 2030 Agenda for Sustainable Development, Africa Agenda 2063 and the ruling party Chama Cha Mapinduzi 2020-2025 Election Manifesto which among other things, insists on the Good Governance and the Rule of Law. Based on the above, it is a clear testimony of the necessity of the establishment of the Law School of Zanzibar and more so, the availability of the curriculum to be used in the Law School of Zanzibar. This will in fact help significantly in increasing legal expertise on critical legal issues including human rights and good governance in general and at the end of the day achievement of dispensation of justice in Zanzibar.

1.1 Establishments and Mandate

The Law School of Zanzibar was established in 2019 by the Law School of Zanzibar Act No. 13 of 2019. The establishment of the LSZ was an important development within the broader Legal Sector Reforms being implemented under the ministry responsible for legal affairs. The establishment of the Law School was an opportunity to establish a formal practical training programme for post-LLB education. The additional role of the Law School would be; to provide continuing legal education for advocates, vakils and paralegals as it would organize short-term courses. So far, the Law School has been offering a one-year practical legal training programme, which is compulsory for law graduates aspiring to be enrolled as advocates of the High Court of Zanzibar.

1.2 Location

The LSZ is located at Tunguu area, about 15 kms from Zanzibar Town. Tunguu is in Unguja Central District in the South region which is one of the five (5) administrative regions in Zanzibar.

1.3 Institutional Organizational Structure

The functions of the school are discharged and managed through the School's Principal, assisted by the Deputy Principal of Academic and the Deputy Principal of Administration. These officers are directly responsible to the School's Council.

1.4 Functions of the School

The functions of the school are:

- a. train persons to be qualified advocates or vakil;
- b. provide continuing professional development for all categories of the legal professionals;
- c. provide training to paralegal in consultation with the legal Aid Department established under the Legal Aid Act;
- d. provide other specialized trainings in the legal sectors;
- e. develop curricula, training manuals, conduct examinations and confer academic awards;
- f. undertake projects, research and consultancies; and
- g. arrange for publication and dissemination of legal practice literature generated from activities of the school as may be determined by the Council.

1.5 Curriculum Rationale

In Zanzibar, there are a considerable number of practicing advocates. However, it has been established that there is very low level of professional legal performance that leaves much to be desired. Having considered that, the LSZ was established to officially provide practical legal training to the law graduates. The purpose of the curriculum are:

- a. To train lawyers in accordance with the Zanzibar context;
- b. To provide appropriate training programmes which suit the services in Zanzibar and East Africa in general; and
- c. To prepare its trainees to practice law in Zanzibar which its legal system, slightly differs in comparison to the other jurisdictions within the East Africa. This implies that the school would able to train its trainees the legal skills which are exactly needed in Zanzibar.

1.6 Programme Philosophy

The Philosophy behind the development of this programme is geared towards producing innovative, creative, flexible and disciplined graduates. The philosophy of the programme is based on the following principles and assumptions: -

- a. To provide foundation of principles, skills and expertise that will give the greatest opportunity for graduate career development;
- b. To provide an in-depth understanding of variety of legal practice and applications;
- c. To produce graduates who are ready to enter legal development and flexible satisfy the needs of the industry; and
- d. To produce graduates who are competent and disciplined ready to safeguard the rights of citizens and respect human rights.

1.7 Training Outcomes

At the end of the course, the trainees should be able to demonstrate ability to:

- a. Apply appropriate ethical standards, legal principles and theories to processes and resolve various disputes; and
- b. Apply appropriate legal principles to effect various legal transactions.

1.8 Vision and Mission

a) Vision Statement

To be a Centre of Excellence in professional practical legal training, research and consultancy and implement a balanced curriculum that is capable of producing learners who are knowledgeable, skilled, confident, committed, motivated, innovative and responsive to the diverse learners and community needs.

b) Mission Statement

To offer quality practical training in law and related disciplines for professional development of lawyers and other actors in the legal sector and to undertake researches, consultancies and projects.

c) Guiding Principles

The LSZ shall be guided through the following main principles: -

- Maintenance of integrity and professionalism;
- Achievement of excellence;
- Non-discrimination; and
- Accountability.

PART TWO- CURRICULUM STRUCTURE

2.0 Introduction

This part explains about the curriculum structure. This includes, users of the curriculum, context of the curriculum development, course duration, mode of delivery, medium of instruction and structure of curriculum content.

2.1 Users of the Curriculum

This curriculum is basically for the school trainers and trainees for PGDLP. It will also be useful for other stakeholders involved in the law profession.

2.2 Context of Curriculum Development

The curriculum development was carried out in the context of the Law School of Zanzibar Act, No. 13 of 2019, The Advocates Act, No.1 of 2020, Documentations as well as the Needs Assessment Report on the Development LSZ Curriculum.

a) The Law School of Zanzibar Act, No. 13 of 2019

The Law School of Zanzibar Act, established the Law School of Zanzibar to train persons to be qualified as advocates and vakil. The law also empowers the school to develop curricula for its training and conduct examinations. Thus, the power of the school to develop its own curriculum is based on this law. This shows what the school is doing is within its mandate as per the established Act. Further, the Act provides that once the curriculum is developed it must be approved by the school's council. This suggests that the process of developing a curriculum is ended once when it is approved by the council. This shows that the school's curriculum does not require the approval from other regulatory bodies.

b) The Advocates Act, No.1 of 2020

The Advocates Act regulates the business and conduct of advocates. The Act provides some conditions for admission as an advocate. This includes the applicant must have a Post Graduate Diploma in Legal Practice from the Law

School of Zanzibar or similar school recognised by the Bar Council. Therefore, the idea of Law School of Zanzibar to develop curriculum is to aligned with this Act. Since, by having an appropriate curriculum it will help the school to provide well skilled advocates. So, it is important to develop a curriculum that meets the demands of the law graduates to practice law without any hesitation.

c) Documentations

Several documents have been written in relation to practical legal trainings in Zanzibar. Most of these documents have shown the lack of Post University practical legal trainings in Zanzibar have resulted into poor performance for some of the legal practitioners as provided below.

- The United Republic of Tanzania,¹ provided a report which among other things, proposed for establishment of post-LLB vocational training to be conducted for six months. Though, it was proposed practical training to be for six months, the findings of this need assessment will determine on appropriate duration for conducting legal training.
- The Revolutionary Government of Zanzibar² has prepared the legal sector strategy reform. The report suggests the establishment of Law School of Zanzibar where law graduates should go for their practical training. Since the school already established, the needs assessment report will provide appropriate curriculum to be followed by the school.
- The Law Review Commission of Zanzibar,³ has pointed out to the low level of professional legal performance in Zanzibar. The establishment of Law School of Zanzibar is one step to raise the level of legal practitioners in Zanzibar by providing practical legal trainings. Therefore, the needs assessment report will come up with recommendations on how to train

¹ Financial and Legal Management Upgrading Project (FILMUP), Legal Sector Report 1996.

² The Revolutionary Government of Zanzibar, Ministry of Justice and Constitution Affairs, Legal Sector Reform Strategy 2014/2015- 2018/2019.

³ Law Review Commission of Zanzibar (2014) Report of Legal Practitioners Decree 2 No. 28 of 1941.

legal graduates to be able exercising their work effectively.

- Goal 16:3 of sustainable development⁴ provides the need for promoting the rule of law at national and international level. The existence of Law School is one of strategies for promotion of the rule of law. Hence, the school requires a curriculum which meets the demands of those who will come to promote the rule of law through legal practicing.
- Chama Cha Mapinduzi election manifesto 2020-2025 insists on the Good Governance and the Rule of Law.⁵ The establishment of Law School of Zanzibar was one of the targets of implementing the rule of law.⁶ Thus, the existence of Law School and its curriculum will help to promote the rule of law in Zanzibar, since the graduates will work into different institutions which deal with legal matters.
- Zanzibar Vision 2050⁷ acknowledges the problem of unemployment in the country. Thus, it proposes for the graduates to be equipped with professional skills. One among the functions of the Law School is to provide legal skills to the law graduates. Thus, by developing its own curriculum, the school aimed at solving the problem of unemployment by equipping law graduates with market demands. Henceforth, the unemployment rate in the country particularly for law graduates might be reduced.
- Hamudi Majamba,⁸ viewed that there are a number of establishments in Zanzibar which require the services of well-trained lawyers. In order to achieve this objective, he proposes the establishment of Law School of Zanzibar. Since the law school already established, by developing this curriculum the school aimed at preparing the prospective lawyer with

⁴ United Nations: the 2030 Agenda for Sustainable Development.

⁵ Article 198.

⁶ Ibid. Article 198 (d).

⁷ Revolutionary Government of Zanzibar, Zanzibar Development Vision 2050.

⁸ Majamba, H.I. (2007), Legal Training for Diverse Roles in Zanzibar: Challenges and Prospects, Open University Law Journal, Vol. 1 Iss.1.

expertise legal skills to serve not only into different positions in Zanzibar but also in East Africa in general.

- Chris Peter,⁹ had the view that the Zanzibaris graduating in law from various institutions should be allowed to join into the proposed Law School of Tanzania to acquire practical knowledge of law before being admitted into legal practice. Since Zanzibar has already established its own Law School, Zanzibaris who graduate law from different universities have many options now to join any law school of their choices provided that it is recognised by appropriate authority. On the other hand, this is an opportunity for the Law School of Zanzibar to provide the best legal skills that can invite more law graduates to join the school. Having a proper curriculum is one among the ways to contend with other law school within the region. Therefore, this report will recommend areas for developing curriculum to be used in Law School of Zanzibar.
- Ali Uki,¹⁰ pointed out that some of the admitted advocates having very low standards to practice law. Thus, he proposed for establishment of law school in order to train competent lawyers. Since the school already established it is a high time now to train law graduates the legal skills in order to improve their standards before being admitted into the bar.

d) Needs Assessment

The findings and recommendations gathered from Need Assessment Report are also considered during the development of this curriculum. The report suggested that, the curriculum should not consist more than ten courses, the mode of training should base more on practical aspect. Also, the report recommended the course should be for one year which divided into six months in classroom training and another six months in pupillage. Lastly, it was

⁹ Chris Maina Peter, "Legal Sector Reform in Zanzibar", in Maria Nassali (ed) (2008) "Reforming Justice in East Africa: A Comparative Review of Legal Sector Reform Process, Fountain Publisher, Kampala.

¹⁰ Ali Ahmed Uki, (2018) "Access to Justice to All and the Constitution of Zanzibar: A Social Legal Analysis", Sumait University and ABG Printing Press. Chukwani Zanzibar.

proposed the mode of assessment should include various forms of classroom assignments, field and final writing and oral exam and practical examinations.

2.3 Course Duration

This training is expected to be conducted for one year.

2.4 Mode of Delivery

The course shall comprise of twelve courses which will be delivered for 12 months. Six months for practical training in class and other six months for practical training in field.

2.5 Medium of Instruction

The medium of instruction for LSZ Program shall be English Language because this is language which used in the field of law.

2.6 Structure of Curriculum Contents

The curriculum framework for LSZ is designed and developed within the shift of paradigm whereby training shall be taken as a facilitation of demonstrating skills and competences for trainees. The courses to be offered are categorized into two parts; core and optional courses. The trainee shall be required to opt one of the three optional courses.

Table 1: Curriculum Contents

S/N	Course Title	Code	Semester	Hours
1.	Advocacy Skills	LSZ 101	1	70
2.	Professional Conduct and Practice	LSZ 102	1	70
3.	Criminal Procedure and Practice	LSZ 103	1	70
4.	Civil Procedure and Practice	LSZ 104	1	70
5.	Practical Aspects of Commercial Law	LSZ 105	1	70
6.	Conveyancing	LSZ 106	1	70
7.	Probate, Administration of Estates and Trusts	LSZ 107	1	70

S/N	Course Title	Code	Semester	Hours
8.	Field Attachment	LSZ 108	2	960
9.	Legal Drafting Skills and Techniques	LSZ 109	1	70
10.	Basic Leadership, Management and Accounting for Lawyers	LSZ 110	1	70
11.	Legal Aid and Human Rights Advocacy	LSZ 111	1	70
12.	Moot Court	LSZ 112	1	70
Optional Courses				
13.	The Practical Legal Aspect of Blue Economy	LSZ 113	1	70
14.	Application of Information Technology to Legal Practice	LSZ 114	1	70
15.	Islamic Law in Practice	LSZ 115	1	70

PART THREE- RESOURCES

3.0 Introduction

For effective implementation of PGDLP human, physical and financial resources shall be required. The School Principal shall be responsible in ensuring that the resources are available, properly managed and utilized. These resources include human resources, physical resources, training materials, financial resources and facilities for trainees with special needs.

3.1 Human Resource

Human resources include staff personnel who will be assigned to undertake some responsibilities in order to facilitate training programme. The following are the basic human resources that will be required to run a school:

- a) Principal;
- b) Deputy Principals;
- c) Heads of Division;
- d) Heads of Unit;
- e) Qualified Trainers; and
- f) Librarians.

3.1.1 Trainer's Qualifications

Trainers are crucial in curriculum implementation. Their role is to facilitate the training. This role requires them to have the necessary qualifications and to work within established standards. Thus, competent and effective trainer for PGDLP programme should have the following characteristics:

3.1.1.1 Academic Qualifications

The trainer for LSZ should be a person who holds at least a Bachelor Degree in Law from recognized university.

3.1.1.2 Professional Qualifications

The trainer should acquire an experience in practicing law not less than five

years. This is because if a person practiced law effectively for such period, he or she can handle legal issues, since he or she has acquired experience at bar.

3.1.2 Physical Resources

The smooth implementation of LSZ Curriculum needs the availability of infrastructures as follows:

- a) Equipped library;
- b) Theatre rooms;
- c) Moot court;
- d) Computer laboratory with internet services;
- e) Seminar Rooms;
- f) Offices for Principal and Deputies;
- g) Staff room;
- h) Resources room;
- i) Large stores with storage facilities;
- j) Reading rooms;
- k) Guidance and Counselling Room;
- l) Praying Place;
- m) Car parking yard;
- n) Audio visual room;
- o) Cafeteria/dining room;
- p) Dispensary; and
- q) Sufficient toilets which consider sex and people with disabilities.

3.1.3 Training Materials

The training materials should be targeted to trainees including those with special educational needs. The school should provide the training materials based on acceptable criteria and guidelines for procuring both textual and non-textual materials. The following are the textual and non-textual

materials:

3.1.3.1 Textual Materials

- a) Legislation;
- b) Textbooks;
- c) Reference books;
- d) Newspapers and journals; and
- e) Dictionaries.

3.1.3.2 Financial Resources

The Government through Ministry which deals with legal affairs should provide sufficient funds as provided by the law to enable the school to run its activities smoothly and efficiently. In addition, the school shall have the following in relation to financial resources:

- a) Adequate budget for smooth running of activities;
- b) Financial and Audit Manuals and Program;
- c) Audited Financial Reports;
- d) Bank Accounts;
- e) Cash books;
- f) Receipt books;
- g) Ledger books; and
- h) Safe box/room.

3.1.4 School Environment

In order to be friendly and attractive, the School environment includes the following:

- a) School Information Boards;
- b) Drainage system;
- c) Reliable Power supply;
- d) Rainwater catchment system;

- e) Attendance Board;
- f) School fencing;
- g) Adequate water supply; and
- h) Internet facilities.

3.1.5 Facilities for Trainees with Special Needs

The school will ensure the availability of the following facilities in order to care and consider the trainees with special needs:

- a) Braille machine with Braille papers;
- b) White cane;
- c) Braille Scripts;
- d) Electronic hearing aids;
- e) Embosser machine (printing machine);
- f) JAWS for window Programme (Computer programme);
- g) A-4 Frame;
- h) Magnifiers;
- i) Wheel chairs and crutches for trainees with physical disability;
- j) Wide doors;
- k) Special game pitches; and
- l) Sound proof rooms.

3.2 Training Strategies

The LSZ programme will emphasize on the trainees centered and interactive approaches in the process of training activities. Some of the approaches include case studies, quizzes, simulations, moot courts or mock trials.

PART FOUR- ASSESSMENT

4.0 Introduction

This part explains the assessment of the program which comprises of individual continuous assessment, written practical exercise, oral practice exercise, final examination and field attachment.

4.1 Individual Continuous Assessment

This comprises of written assignments of core courses done for a maximum of two hours per assignment under supervision. The assignments shall be under a closed/open book system. A trainee passes the individual continuous assessment if he scores a pass.

4.1.1 Written Practical Exercise (WPE)

The trainees are required to sit for Written Practical Exercise for each semester.

4.1.2 Oral Practical Exercise (OPE)

The trainee is required to have an oral practical exercise.

4.1.3 Final Examination

The examination is conducted for a duration not exceeding three (3) hours. It will be done under a supervised condition by the school's official invigilators. The examinations question papers and marked answer scripts will be moderated by external examiners.

4.1.4 Field Attachment

The trainees shall attend a field attachment at private law firms, courts, and legal aid clinics, governments departments with legal sections or legal departments in other bodies. The same will be assessed through:

- a) Field attachment report written by trainee;
- b) Field attachment provider as an external supervisor; and

- c) School supervisor as internal supervisor.

Field attachment is scheduled to take place during the second semester of study for 24 weeks. The objectives of the field attachment are to:

- a) Expose learners to the actual working environment in terms of the operation, development and management of the work place;
- b) Provide opportunity for learners to apply the knowledge gained from the school;
- c) Expose learners with the latest developments available in legal field;
- d) Enable learners to appreciate the work values and professional ethics;
- e) Enhance learners' soft skills and creativity;
- f) Provide opportunity for the private law firms, courts, and legal aid clinics, governments departments with legal sections or legal departments in other bodies to work together with the Institution to develop a ready to practice legal professionals.

4.2 Grade Score

The Coursework assessment shall constitute 50% of the total assessment and Examinations constitute 50%. The pass mark shall be 50%.

Table 2 : Mode of Assessment

Assessment component	100% per assessment
Continuous assessment	100% per assessment
Written Practical Exercise	100% per exercise
Oral Practical Exercise	100%
Final Examination	100%

The grading system is supposed to be as provided hereunder:

Table 3: Ranges of Grade Score

S/N	SCORE	GRADE	DEFINITION
1.	70-100	A	Excellent

2.	60-69	B	Good
3.	50-59	C	Average
4.	0-49	F	Poor

PART FIVE- COURSE CONTENTS

5.0 Introduction

This part provides course coding and description.

5.1 Minimum Programme Contents

This programme has a total of 12 courses with a total of 120 credits including field credits.

5.2 Course Coding

The system of coding has adopted a combination of letters and numbers which have a specific meaning. For example, Course LSZ 101 Advocacy Skills may be Coded as LSZ 101 where:

LSZ: Law School of Zanzibar.

101: Represents the serial number of the course.

5.3 Courses' Descriptions

The following are the course descriptions;

1. Advocacy Skills

COURSE TITTLE			Advocacy Skills
Course	Expected	Learning	Upon completion the trainee will be able to: <ul style="list-style-type: none">• Apply pre-trial advocacy skills in managing and resolving legal disputes.• Prepare, or participate in the preparation of, the client's case properly having regard to the circumstances and good practice.• Apply appropriate trial skills to conduct criminal and civil litigation.• Communicate effectively.• Use mediation, conciliation and arbitration skills to resolve disputes.
Outcomes			

COURSE TITTLE	Advocacy Skills
Course Code	LSZ 101
Learning Context	Interactive Lectures, Seminars, tutorials, Moot courts, mock trials, guest speakers, field practical training and examinations.
Learning materials:	Statutes, Textbooks, Manuals, Handouts
Integrated Methods of Assessment:	Continuous Assessment 100%
	Written Practical Exercise 100%
	Oral Practical Exercise 100%
	Final Examination 100%
	<ul style="list-style-type: none"> • Bergman, P. Trial Advocacy in a Nutshell 6th ed. West Academic Publishing. 2017. • Bodiford, J., Cross Examination in a Nutshell. West Academic Publishing. 2018. • Pozner, L.S., Dodd R.J., Cross-Examination: Science and Techniques 3rd ed. LexisNexis Matthew Bender 2018. • Underberg, L., Norton H., Argumentation: The Art of Civil Advocacy. Sage Publications. 2017. • Weinreb, L. L. Legal Reason: The Use of Analogy in Legal Argument 2nd ed. Cambridge University Press. 2016 <p>Statutes</p> <ul style="list-style-type: none"> • Advocates Act (Cap. 341 R.E. 2019). • Advocates Act, No.1 of 2020. • Civil Procedure Code (Cap. 33 R.E. 2019). • Civil Procedure Decree, 1917 (Cap 8 of 1917). • Contract Decree, Cap 149 of 1917. • Criminal Procedure Act (Cap. 20 R.E.

COURSE TITTLE	Advocacy Skills
	<p>2019).</p> <ul style="list-style-type: none"> • Criminal Procedure Act (No.7 of 2018). • Evidence Act (Cap. 6 R.E. 2019). • Evidence Act, No.9 of 2016. • High Court Act No. 2 of 1985. • Interpretation of Laws Act, Cap. 1 (R.E. 2019). • Interpretation of Laws and General Provisions Act, 1984 (Act No.7 of 1984). • Law School of Zanzibar Act, No. 13 of 2019. • Legal Aid Act No. 13 of 2018. • Legal Aid Regulations, 2019. • Magistrates Court Act No. 6 of 1985. • The Attorney General's Chambers (Discharge of Duties) Act, 2013.

2. Professional Conduct and Practice

COURSE TITTLE			Professional Conduct and Practice
Course Outcomes	Expected Learning		<p>Upon completion the trainee will be able to:</p> <ul style="list-style-type: none"> • Comply with professional ethical standards. • Examine the scope of ethics and Professional Responsibility in discharging lawyer's duties. • Apply rights, privileges and duties of legal practitioners. • Apply ethical obligation in dealing with clients, courts, opposing counsel and parties. • Demonstrate abilities to avoid misconducts in performing lawyers' duties. • Apply appropriate procedure to enforce lawyer's professional of ethics. • Comply with any fiduciary duty, according to law and good practice. • Take effective action to avoid a potential conflict of interest or, where a conflict of interest has already arisen, dealt with it in accordance with law and good practice, or been involved in the process of doing one or more of those things. • Demonstrate professional courtesy in all dealings with others. • Comply with rules relating to the charging of fees.
Course Code			LSZ 102
Learning Context			Interactive Lectures, Seminars, tutorials, moot courts, mock trials, guest speakers, field practical training and examinations.

COURSE TITTLE	Professional Conduct and Practice
Learning materials:	Statutes, Textbooks, Manuals, Handouts
Integrated Methods of Assessment:	Continuous Assessment 100%
	Written Practical Exercise 100%
	Oral Practical Exercise 100%
	Final Examination 100%
References	<p>References</p> <ul style="list-style-type: none"> • East Africa Court of Justice (EACJ): The Compendium of Codes of Legal Practice, Conduct, Ethics and Etiquette in East Africa. Law Africa. • Ojienda T. and Juma K. Professional Ethics Nairobi: Law Africa Publishing Ltd, 2011. • Tun Abdul Hamid Mohamad, I will Never Beg, Selangor: Current Law Journal, 2016. • Twaib, F. The Legal Profession in Tanzania, Bayreuth African Studies, Dar es Salaam University Press, Dar es Salaam, 1997. <p>Statutes</p> <ul style="list-style-type: none"> • Advocates Act (Cap. 341 R.E. 2019). • Advocates Act, No.1 of 2020. <p>List of International Instruments</p> <ul style="list-style-type: none"> • The Bangalore Principles of Judicial Conduct, 2002. • Commentary on the Bangalore Principles (2007).

3. Criminal Procedure and Practice

COURSE TITTLE			Criminal Procedure and Practice
Course Outcomes	Expected	Learning	<p>Upon completion the trainee will be able to:</p> <ul style="list-style-type: none"> • Apply criminal procedure to protect individual rights. • Inform the client of those rights and powers in a way that a reasonable client could understand. • Use appropriate principles in applying for and granting bail and bond to accused persons. • Apply appropriate procedures to institute of criminal proceedings. • Apply appropriate procedures to conduct criminal trials and appeal. • Demonstrate skills to apply for appropriate remedies for a person aggrieved by court decision. • Apply knowledge to distinguish curable from incurable irregularities. • Apply appropriate procedures to conduct contempt of court proceedings. • Use appropriate procedures to conduct special proceedings.
Course Code			LSZ 103
Learning Context			Interactive Lectures, Seminars, tutorials, role plays, coaching, simulations, Moot courts, mock trials, visits, study tours, audial visual, guest speakers, field practical training and examinations.
Learning materials:			Statutes, Textbooks, Manuals, Handouts
Integrated Methods of Assessment:			Continuous Assessment 100%
			Written Practical Exercise 100%
			Oral Practical Exercise 100%

COURSE TITTLE	Criminal Procedure and Practice
	Final Examination 100%
References	References <ul style="list-style-type: none"> • Harding, J. An Introduction to Criminal Justice London: SAGE Publications Inc,2017 • John Clegg, Criminal Litigation, Bristol, Jordan Publishing, 1995. • Loveless, J. Criminal Law Text, Cases and Material 3rd ed.- London: Oxford university press, 2010. • Sprack, J. A Practical Approach to Criminal Procedure 4th ed.- Oxford: Sweet and Maxwell Ltd, 2012. STATUTES: <ul style="list-style-type: none"> • Code of Conduct for Legal Aid Providers. • Court of Appeal Rules, (2019) • Criminal Procedure Act (Cap. 20 R.E. 2019). • Criminal Procedure Act (No.7 of 2018). • Evidence Act, (Cap. 6 R.E. 2019). • Evidence Act, No.9 of 2016. • Legal Aid Regulations of 2019. • Penal Act (No.6 of 2018). • Penal Code, (Cap. 16 R.E. 2019). • The Appellate Jurisdiction Act, (Cap 141, R.E 2019). • The Constitution of the URT of 1977. • The Constitution of Zanzibar, 1984. • The High Court Act 1985, Act No. 2 of 1985. (Z) • The Magistrate Court Act No. 2 of 1984. • The Magistrates Courts Act 1985, Act No. 6 of 1985.

4. Civil Procedure and Practice

COURSE TITTLE			Civil Procedure and Practice
Course Outcomes	Expected	Learning	<p>Upon completion the trainee will be able to:</p> <ul style="list-style-type: none"> • Apply appropriate rules in dealings with civil suits • Assess the strengths and weaknesses of both the claimant's and opponent's cases. • Analyze preliminaries to institution of civil suits. • Provide the facts and evidence required to support the claimant's case. • Advise the client of relevant rights and remedies in a way that a reasonable client could understand. • Find the means of resolving the case, having regard to the client's circumstances. <ul style="list-style-type: none"> ○ Negotiation; ○ Mediation; ○ Arbitration; and ○ Litigation. • Apply knowledge and skills in instituting and responding to civil suits. • Use an appropriate claim or defense. • Select a court of appropriate jurisdiction. • Follow the proper procedures for drafting the claim or making the defence in accordance with the court's rules and in a timely manner. • Draft all the necessary documents in accordance with those procedures. • Show consequences of non-appearance of parties to civil suits • Apply procedures in settlement issues out of the court. • Apply knowledge and skills to conduct trials, application and appeal • Prepare judgments and decrees for

COURSE TITTLE	Civil Procedure and Practice
	<p>enforcement and execution.</p> <ul style="list-style-type: none"> • Use legal skills to apply for appropriate remedies where a party is dissatisfied by court decisions. • Tender evidence according to the laws and the court's rules.
Course Code	LSZ 104
Learning Context	Interactive Lectures, Seminars, tutorials, role plays, coaching, simulations, moot courts, mock trials, visits, study tours, audial visual, guest speakers, field practical training and examinations.
Learning materials:	Statutes, Textbooks, Manuals, Handouts
Integrated Methods of Assessment:	Continuous Assessment 100%
	Written Practical Exercise 100%
	Oral Practical Exercise 100%
	Final Examination 100%
References	<p>References</p> <ul style="list-style-type: none"> • Chipeta, B.D. Civil Procedure in Tanzania: A Student Manual. Nairobi: Law Africa 2013. • Cunningham-Hill, S. and K. Elder, Civil Litigation Handbook: 2013-2014 (Oxford: Oxford University Press, 2013). • Mashamba, C.J. Alternative Dispute Resolution in Tanzania: Law and Practice. Dar es Salaam: Mkuki Na Nyota. 2016. • Mashamba, C.J. Arbitration: Law and Practice in Tanzania. Dar es Salaam: Mkuki Na Nyota. 2014. • Mashamba, C.J., Annotated Civil Procedure and Practice in the Court of Appeal of Tanzania (Nairobi: Law Africa Publishers, 2016).

COURSE TITTLE	Civil Procedure and Practice
	<p>Statutes</p> <ul style="list-style-type: none"> • Arbitration Act, No. 2 of 2020. • Arbitration Decree, No.7 of 1928. • Civil Procedure Code (Cap. 33 R.E. 2019). • Civil Procedure Decree, 1917 (Cap 8 of 1917) • Evidence Act (Cap. 6 R.E. 2019). • Evidence Act, No.9 of 2016. • Interpretation of Laws Act (Cap. 1 R.E. 2019). • Interpretation of Laws and General Provisions Act, 1984 (Act No.7 of 1984). • Law of Limitation Act Cap 89 (R.E 2002). • Limitation Decree, Cap 12 of 1917. • The Government Proceedings Act, Cap 5 (R.E 2019). • The Government Proceedings Act, No. 3 of 2010.

5. Field Attachment

COURSE TITTLE			Field Attachment
Course Outcomes	Expected	Learning	<p>Upon the completion the trainee will be able to:</p> <ul style="list-style-type: none"> • Appreciate the operations of legal institutions. • Apply practical professional competence in executing legal duties. • Appreciate the values of legal profession. • Apply the principles and techniques theoretically learnt into real-life problem-solving situations. • Discover work ethics, employment demands, responsibilities and opportunities. • Practice legal ethics. • Observe behavior changes.
Course Code			LSZ 105
Learning Context			Actual practice, Demonstrations, trainees log-sheet
Learning materials:			Statutes and Textbooks
Integrated Methods of Assessment:			100%

6. Practical Aspects of Commercial Law

COURSE TITTLE			Practical Aspects of Commercial Law
Course	Expected	Learning	<p>Upon the completion the trainee will be able to:</p> <ul style="list-style-type: none"> • Undertake sufficient searches and inquiries to investigate any relevant issues of title to real or personal property. • Obtain or give any necessary consents to, or notifications of, the transaction required by law. • Apply knowledge and skills to document and transact formation; management; and dissolution of companies. • Apply rules governing commercial court. • Apply knowledge and skills to document and transact formation; management; and dissolution of partnership. • Employ legal knowledge and skills to implement various Commercial transactions. • Use knowledge and skills to prepare documents to implement Agency transactions. • Apply knowledge and skills to document and transact international commercial transactions. • Advise the possible revenue implications of the client's proposed commercial venture or arrangement. <ul style="list-style-type: none"> ○ Stamp duties; ○ Income tax; ○ Capital gains tax; ○ VAT; ○ Social Security Services; ○ Corporate Tax; ○ Land taxes; and ○ Security and investments • Refer the client to experts for more
Outcomes			

COURSE TITTLE	Practical Aspects of Commercial Law	
	comprehensive or detailed advice, where appropriate.	
Course Code	LSZ 106	
Learning Context	Interactive Lectures, Seminars, tutorials, moot courts, mock trials, visits, study tours, guest speakers, field practical training and examinations.	
Learning materials:	Statutes, Textbooks, Manuals, Handouts	
Integrated Methods of Assessment:	Continuous Assessment 100%	
	Written Practical Exercise	100%
	Oral Practical Exercise	100%
	Final Examination	100%
References	References <ul style="list-style-type: none"> • Banerjee N., Rosenfalck N., International Corporate Procedures. LexisNexis Butterworth's 2018. • Cakebread S., Levy J., Drafting Commercial Agreements 2nd ed. Law Society Publishing. 2018. • Davis C. Due Diligence: Law and Practice. London: Sweet & Maxwell Ltd. 2018. • Zerdin M., The Mergers and Acquisitions Review 13th ed. Law Business Research Ltd. 2018. Statutes <ul style="list-style-type: none"> • Business Names Registration Decree Cap 168. • Companies Act, No 15 of 2013. • Contract Decree, Cap 149 of 1917. • Insurance Act, No. 10 of 2009 and its Regulations. • Registration of Documents Decree Cap 99 of 1919. • The Bank of Tanzania Act, No. 4 of 2006. • The Banking and Financial Institutions 	

COURSE TITTLE	Practical Aspects of Commercial Law
	<p>Act, No. 5 of 2006 and its Regulations.</p> <ul style="list-style-type: none"> • The Companies Act, Cap 212 R.E 2019. • The Law of Contract Act, Cap 345 R.E. 2002. • The Sale of Goods Act, Cap 214 R.E. 2002. • The Secured Transaction on Movable Properties Act, No. 4 of 2011. • Transfer of Property Decree Cap 150 of 1917. • Zanzibar Business and Property Registration Agency, Act no.13 of 2012. • Zanzibar Industrial Property Act, No.4 of 2009. • Zanzibar Investment Promotion and Protection Act, No 11/ 2004. • Zanzibar Tax Appeal Act, No. 1 of 2006; and • Zanzibar Commercial Court (High Court Division) Act, 2013 (Act No.9 of 2013).

7. Conveyancing

COURSE TITTLE	Conveyancing
Course Expected Learning Outcomes	<p>Upon the completion the trainee will be able to:</p> <ul style="list-style-type: none"> • Demonstrate legal skills in acquisition and transfer of interest in land on; <ul style="list-style-type: none"> ○ Lease; ○ Sale; ○ Mortgage; ○ Gift; ○ Will; ○ Inheritance; and ○ Grant right of occupancy. • Register appropriate documents.
Course Code	LSZ 107
Learning Context	Interactive Lectures, Seminars, tutorials, role plays, coaching, simulations, moot courts, mock trials, visits, study tours, audial visual, guest speakers, field practical training and examinations.
Learning materials:	Statutes, Textbooks, Manuals, Handouts
Integrated Methods of Assessment:	Continuous Assessment 100%
	Written Practical Exercise 100%
	Oral Practical Exercise 100%
	Final Examination 100%
References	<p>References</p> <ul style="list-style-type: none"> • Abbey R. & Richards M., <i>A Practical Approach to Conveyancing</i>, 15th Edn. Oxford University Press. 2013. • Hikmany, A. H., <i>Implementation of Land Acquisition Laws and Procedure in Zanzibar: Issues and Solution</i>, Ph.D Thesis, 2017, International Islamic University Malaysia. • Fimbo G.M., <i>Land Law in Tanzania: A</i>

COURSE TITTLE	Conveyancing
	<p><i>Casebook</i>. Law Africa 2013.</p> <ul style="list-style-type: none"> • Rwegasira A., <i>Land as a Human Right. A History of Land Law and Practice in Tanzania</i>. Mkuki Na Nyota 2012. • Tenga W.R. & Mramba S.J., <i>Disposition and Conveyancing of Land in Tanzania: Law and Procedure</i>, Law Africa. 2017. <p>Statutes</p> <ul style="list-style-type: none"> • Contract Decree, Cap 149 of 1917. • Land Registration Act, No.10 1991. • Transfer of property decree Cap 150, 1917. • Land Tenure Act No. 12 of 1992. • Stamp Duty Act, No. 7 of 2017.

8. Legal Drafting Skills and Techniques

COURSE TITTLE	Legal Drafting Skills and Techniques
Course Expected Learning Outcomes	<p>Upon the completion the trainee will be able to:</p> <ul style="list-style-type: none"> • Drafting a bill. • Formulating laws and subsidiary. • Apply rules of punctuation. • Apply continuation of punctuation. • Drafting a contract and pleadings. • Apply contract management and negotiation. • Devise an effective form and structure for the document having regard to the parties, the circumstances, good practice, plain English principles and the relevant law. • Draft the document effectively having regard to the parties, the circumstances, good practice, plain English principles, and the relevant law. • Consider as to whether the document should be settled by counsel. • Take every action required to make the document effective and enforceable in a timely manner and according to law (such as execution by the parties, stamping, delivery and registration). • Apply the principles of good legal writing to communicate with various stakeholders. • Use appropriate skills to prepare legal opinions and submissions. • Interpret legal provisions.
Course Code	LSZ 108
Learning Context	Interactive Lectures, Seminars, tutorials, role plays, coaching, simulations, moot courts, mock trials, visits, study tours, guest speakers, field practical training and examinations.
Learning materials:	Statutes, Textbooks, Manuals, Handouts

COURSE TITTLE	Legal Drafting Skills and Techniques
Integrated Methods of Assessment:	Continuous Assessment 100%
	Written Practical Exercise 100%
	Oral Practical Exercise 100%
	Final Examination 100%
References	<ul style="list-style-type: none"> • Thornton, G. C. Thornton's Legislative Drafting. -5th ed. London: LexisNexis Butterworths,2012 • Shivji, I and Majamba,H. <i>Rule of Law vs. Rulers of Law: Justice Barnabas Albert Samatta's Road to Justice</i>, Mkuki na Nyota, Dar-es-Salaam, 2011. • Majamba, H.I, The Paradox of the Legislative Drafting Process in Tanzania, <i>Statute Law Review</i>, vol. 39 No.2. pp 171-183, 2018. • Murray, M & DeSanctis, C., <i>Advanced Legal Writing and Oral Advocacy: Trials, Appeal, and Moot Court</i> (Coursebook) 3rd edn, Foundation Press, 2021. <p>Statutes</p> <ul style="list-style-type: none"> • Interpretation of Laws Act (Cap. 1 R.E. 2019). • Interpretation of Laws and General Provisions Act, 1984 (Act No.7 of 1984).

9. Basic Leadership, Management and Accounting for Lawyers

COURSE TITTLE	Basic Leadership, Management and Accounting for Lawyers
Course Expected Learning Outcomes	<p>Upon the completion the trainee will be able to:</p> <ul style="list-style-type: none"> • Apply the basic office procedures and management skills. • Recognize the limits of the lawyer's expertise and experience and refer the client or matter to other lawyers, counsels or other professionals, as the circumstances require. • Time management to the benefit of the lawyer-client-employer. • Study concepts nature, principles, relevant to leadership. • Apply basic office supervision skills to ensure efficiency and effectiveness of subordinates. • Adherence to the office ethics, regulations and rules. • Apply proper communication skills to the people. • Use skills of file management system to ensure proper office administration. • Render timely bills in accordance with law and agreement between the lawyer and client, which set out the basis for calculating the lawyer's fees. • Proper office record keeping of all communications and attendances. • Apply various motivation mechanisms to increase work efficiency. • Apply conflict and problem-solving skills to maintain harmonize work relations. • Apply correct skill to continuing training to build personnel capacities. • Appreciate gender dimensions to promote

COURSE TITTLE	Basic Leadership, Management and Accounting for Lawyers
	<p>gender equality and equity.</p> <ul style="list-style-type: none"> • Study concepts, nature and principles, relevant to human resource management. • Apply basic skills in human resource planning, recruitment, training and employee's performance appraisal. • Study concepts nature, principles and practices, relevant to record Management and Legal Records Management. • Apply appropriate skills to manage office and court legal records. • Interpret audit Report for decision making. • Use effectively law governing purchases using government funds to manage fund. • Study concepts nature, principles and practices, relevant to record Management and Legal Records Management. • Using appropriate automation mechanisms in creating managing and disposing of legal records. • Work with support staff, colleagues, consultants and counsel in a professional and cost-effective manner. • Demonstrate an ability to manage work and personal issues consistent with principles of resilience and well-being. • Demonstrate underlying principles of the financial accounting process and construct relevant accounting statement. • Design budget and budgetary control • Perform basic audit work given a set of accounts through vouching and verification
Course Code	LSZ 109
Learning Context	Interactive Lectures, Seminars, tutorials, role plays, coaching, simulations, moot courts, mock

COURSE TITTLE	Basic Leadership, Management and Accounting for Lawyers
	trials, visits, study tours, audial visual, guest speakers, field practical training and examinations.
Learning materials:	Statutes, Textbooks, Manuals, Handouts
Integrated Methods of Assessment:	Continuous Assessment 100%
	Written Practical Exercise 100%
	Oral Practical Exercise 100%
	Final Examination 100%
References	References <ul style="list-style-type: none"> • Meyer C., Accounting and Finance for Lawyers in a Nutshell 6th ed. West Academic Publishing. 2017.

10. Legal Aid and Human Rights Advocacy

COURSE TITTLE			Legal Aid and Human Rights Advocacy
Course Outcome	Expected Learning		<p>Upon the completion the trainee will be able to:</p> <ul style="list-style-type: none"> • Study concepts, purpose and principles relevant to legal aid and human rights. • Initiate human rights cases. • Provide outreach programs. • Exercising strategic litigation. • Appreciate the need for various stakeholders to participate in legal aid in Zanzibar. • Conduct comparative appraisal of legal aid programmes and apply the best practices. • Apply knowledge, principles and procedures on human rights laws to enforce basic rights and duties.
Course Code			LSZ 110
Learning Context			Interactive Lectures, Seminars, tutorials, role plays, coaching, simulations, moot courts, mock trials, visits, study tours, audial visual, guest speakers, field practical training and examinations.
Learning materials:			Statutes, Textbooks, Manuals, Handouts
Integrated Methods of Assessment:			Continuous Assessment 50%
			Semester Examination 50%
References			<p>References</p> <ul style="list-style-type: none"> • Glaser H., The Protection of Human Rights through International Law and International Criminal Law. 2018. • Mashamba J. C. Litigating Human Right in African Institutions: law, Procedures and Practice. Nairobi: Law Africa

COURSE TITTLE	Legal Aid and Human Rights Advocacy
	<p>Publishing Ltd, 2017.</p> <ul style="list-style-type: none"> • Oberleitner G., Human Rights Institutions, Tribunals, and Courts: Legacy and Promise. 2018. • Uki, Ali, Access to Justice to All and the Constitution of Zanzibar, 1984: A Social Legal Analysis, Sumait University, Chukwani, Zanzibar, 2019. <p>Statutes</p> <ul style="list-style-type: none"> • Legal Aid Act, 2018 (Act No. 13 of 2018). • High Court Act No. 2 of 1985. • Magistrates Court Act No. 6 of 1985. • Kadhi's Court Act, 2017 (Act No. 9 of 2017). • Legal Aid Regulations of 2019 Code of Conduct for Legal Aid Providers.

11. Probate, Administration of Estates and Trust

COURSE TITTLE			Probate, Administration of Estates and Trust
Course Outcomes	Expected Learning	Learning	<p>On completion the trainee will be able to:</p> <ul style="list-style-type: none"> • Apply principles governing probate and administration of estates. • Apply procedures to obtain letters of administration in intestate succession. • Apply procedures to obtain letters of probate in testate succession. • Advise rights and duties of administrators; executors; beneficiaries; and dependants in dealing with estates of the deceased persons. • Give any necessary follow up on advice to the client: <ul style="list-style-type: none"> a. the effects of marriage on a will; b. the effects of divorce on a will; c. storage options for a will; d. revocation of a will; e. modification of a will; • Examine the nature of the problem properly, having regard to the law of the jurisdiction: <ul style="list-style-type: none"> a. Testamentary capacity; b. Validity of the will; c. Validity of gifts d. Wakf
Course Code			LSZ 111
Learning Context			Interactive Lectures, Seminars, tutorials, role plays, coaching, simulations, moot courts, mock trials, visits, study tours, audial visual, guest speakers, field practical training and examinations.
Learning materials:			Statutes, Textbooks, Manuals, Handouts
Integrated	Methods	of	Continuous Assessment 100%

COURSE TITTLE	Probate, Administration of Estates and Trust
Assessment:	Written Practical Exercise 100%
	Oral Practical Exercise 100%
	Final Examination 100%
References	References <ul style="list-style-type: none"> • Alphonse M. A. Urrio & Janeth F. A. Urrio. Probate and Administration of Estates Law in Tanzania. Tanzania: Internal Printers Limited, 2013. • Musyoko W. Law of Succession Dar es Salaam: Law Africa Publishing(T) Ltd, 2008. • Nditi N.N.N. Succession and Trusts in Tanzania: Theory, Law and Practice. Nairobi: Law Africa. 2017. Statutes <ul style="list-style-type: none"> • Children Act, No.6 of 2011. • Kadhi's Court Act no. 9 of 2017 and its regulation • Matrimonial Decree Cap 68 of 1934. • Native Christian Divorce Decree Cap 70 of 1934. • The Hindu Wills Act, 1870. • The Indian Succession Act, 1865. • The Law of Marriage Act, Cap 29, 1971. • The Magistrates Courts Act, CAP 11. • The Marriage (Solemnization and Registration) Decree, Chapter 92. • The Marriage and Divorce (Muslim) Registration Decree, Cap 91. • The Probate and Administration of Estates Act, Cap 352. • The Registration of Documents Decree, Cap 99.

COURSE TITTLE	Probate, Administration of Estates and Trust
	<ul style="list-style-type: none"> • The Succession (Non-Asiatic Christians) Act, Cap 28 • The Succession Decree, Cap 21. • Wakf and Trust Commission Act no. 2 of 2007.

12. Moot Court

COURSE TITTLE			Moot Court
Course Outcomes	Expected Learning		<p>Upon the completion the trainee will be able to:</p> <ul style="list-style-type: none"> • Reading and researching a problem. • Addressing Court. • Constructing arguments. • Drafting pleadings. • Making written submission. • Apply appropriate laws. • Prepare oral argument. • Apply stages of examinations. • Submit oral submission. • Reply questions from judge and opponents. • Keep time management. • Observe court behavior. • Practice professional ethics. • Observe court sitting arrangement. • Sharpen analytical mind.
Course Code			LSZ 112
Learning Context			Actual practice and Demonstrations
Learning materials:			Statutes, Cases and Textbooks, videos
Integrated Methods of Assessment:	Continuous Assessment 100%		
	Written Practical Exercise	100%	
	Oral Practical Exercise	100%	
	Final Examination	100%	
Reference			<ul style="list-style-type: none"> • Chipeta, B.D. Civil Procedure in Tanzania: A Student Manual. Nairobi: Law Africa 2013. • Bergman P. Trial Advocacy in a Nutshell 6th ed. West Academic Publishing. 2017. • Bodiford J., Cross Examination in a Nutshell. West Academic Publishing. 2018.

COURSE TITTLE	Moot Court
	<ul style="list-style-type: none"> • Atkinson G. Criminal Litigation Practice and Procedure 2009/10. Braboeuf: College of law Publishing, 2009. • Michael Murray & Christy DeSanctis advanced Legal Writing and Oral Advocacy: Trials, Appeal, and Moot Court (Course Book) 3rd edn, Foundation Press, 2021.