

coverage of substantive topics, vagueness of assessment criteria for skills assessment and the lack of appropriate teaching materials.

Using group skills in honours teaching: the European Human Rights Project

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The need to promote skill development has been fuelled by criticisms from employers, such as perceptions of the lack of transferable skills in university graduates. Innovation in higher education is being assisted by the agendas of the Higher Education Funding Councils. However, staff and students are suspicious of anything but the tried and tested means of teaching and assessing undergraduate law.

The University of Glasgow's School of Law sought to develop certain enterprise skills through the use of student-run 'syndicates' and group assessment within a mainstream Honours level course in which critical appreciation of subject matter remained essential. The project involved a group of 10 senior Honours students being set the task of preparing written and oral pleadings on a fictitious case giving rise to issues under the European Human Rights Convention.

Students are allocated to two teams, one for the applicant and the other for the government. The work involves intensive research and preparation culminating in a presentation to the 'court' comprised of lawyers involved in human rights work. Teaching staff play the role of mentors and

counsellors and monitor standards. Students are entirely responsible for their own learning and project management over a four month period. The teams are left to their own devices with no 'information providers' or 'command figures'.

The learning process was split into three different stages: (1) an area of research on the case was allocated to each student in a group. Each team member had to give a seminar on the case law on their individual area of research and its relevance to the moot problem; (2) condensing of the five sets of individual research into a single word-limited presentation; (3) preparation for oral presentation.

The motivation, enthusiasm, depth of learning and time expended by students on the project was exemplary. The acquisition and development of critical thinking, independence, research, organisational abilities, oral and written communication skills, ability to apply knowledge and self reliance are highlighted by the participating students. Many students recorded increased confidence from participation in the project. However, care may be needed to ensure that the groups achieve and sustain adequate cohesion.

Assessment was an integral part of the project and involved four elements: (1) individual assessment, with each student grading each member of the team's contribution; (2) peer group assessment, involving team group discussion of individual assessments; (3) internal assessment by the course convenor who would monitor group and individual performance; and (4) external assessment of individuals

and teams by lawyers acting as judges in the 'court' exercise.

The project achieved its objectives of encouraging active learning and the development of transferable skills, thereby bridging the gap between the 'academic - vocational' divide.

Legal skills for non-law students: added value or irrelevant diversion?

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The challenges faced by those who teach and learn legal subjects on non-law programs differ from those faced by their colleagues on law degrees. A legal skills workshop has been established for Accountancy students at the University of Portsmouth. The workshop developed due to the move in higher education generally towards a realisation that the acquisition of knowledge and the application of knowledge are twin objectives, the increased emphasis on competences in professional accountancy training and the growing interest in skills-based courses in legal professional education. Although there is a gulf between the aims of a legal skills program for non-law students and the integrated teaching of skills in a law degree, students on any course which includes an element of law can benefit greatly from skill development through the medium of the law course.

Four issues were considered in the design of the workshop: (1) The territorial nature of disciplines: lawyers teaching on non-law degree programs are isolated from their colleagues, with law being just one