

to control for this variable when looking for gender influences. Issues pertaining to work experiences and career goals are also summarised.

3 The experiences, perceptions and background characteristics of those women whose law school academic performance most exceeded expectations based on their prior performance are explored and contrasted with under-performing women.

4 Finally, there is a complementary analysis with respect to men in relation to the third area of inquiry mentioned above, which also allows some across-gender comparisons to be made.

The same data sets were available to the researchers for this study as were listed in the team's first report reviewed above. The only additional source was the first follow-up questionnaires which supplied data on the respondents' experiences of their first 12 months at law school, as well as further demographic and family background information pertinent to this particular study. First-year law school grade-point averages, which were used as a performance measure, were released by the participating law schools.

Once again, the response rates to this second survey were remarkable. Out of the approximately 29,00 students who responded to the entering students survey, a sample of almost 7,000, of whom one half were students of colour and the other half white, were chosen for the longitudinal study and sent the first follow-up questionnaire. Of this number 90 percent responded.

In contrast with the first Bar Passage Study report reviewed above, this time appropriate statistical analyses are used to test

for significance, namely chi-square tests of independence, t-tests and multiple regression analyses, depending on the scale of measurement used. Indeed, the data displays and statistical testing are much more extensive than in the first report and are summarised in 112 tables and 12 figures.

Unfortunately, within the compass of a brief review in the Digest, it is really impossible to do any real justice to the study by discussing the findings and conclusions at any length. The four distinct areas of inquiry listed above have in effect been treated as quite independent investigations, with a separate chapter being devoted to each. In the summary and discussion sections at the end of each of these chapters the author manages to condense the important findings into a readable length.

This is a very important study in an area which has hitherto not been given the close attention by researchers it deserves. As Wightman observes, *Though women have made tremendous strides in their physical presence in legal education, several studies suggest that women continue to feel alienated and estranged in this once exclusively male environment.*(p1) There have indeed been an array of prior studies, but these have been constrained by small sample sizes, sample bias and their reliance on anecdotal evidence. This large-scale longitudinal empirical study, despite its exclusive reliance on quantitative data to the neglect of the collection of supplementary qualitative data, should correct these deficiencies in our understanding of the law school experiences and performance levels of women.

Editor

Legal skills and clinical legal education - a survey of undergraduate law school practice

R Grimes, J Klaff & C Smith
30 *Law Teacher* 1, 1996, pp 44-67
[See Skills]

SKILLS

Legal skills and clinical legal education - a survey of undergraduate law school practice

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In the various submissions made to the Lord Chancellor's Advisory Committee on the present and future shape of undergraduate legal programs, a number of common themes appear to run through the overall review, including the importance of skills and competencies and the relevance of experiential and student-centred learning.

Despite this stress on the relevance of skills teaching, there was little information on the extent to which skills form part of the law degree curriculum and, if so, the form, content and method of skills teaching. Nor was there accessible detail of clinical legal education availability in universities in the UK. To fill this gap, the authors conducted a survey of all higher education institutions in the UK that offered an undergraduate program in law.

The institutions identified as offering law degree courses totalled 79. The survey questionnaire catered for up to 506 responses across three sections addressing certain issues: the express or implicit incorporation of legal skills into the curriculum, including what skills and the form of incorporation; the method of teaching/learning, delivery and

assessment of skills; and the use of live-client clinical work. Institutions were invited to specify relevant skills not listed in the survey that were included in the curriculum.

Almost 90 percent of new universities and 80 percent of old universities declared that skills were expressly incorporated within a dedicated unit or within a unit that combined skills with a substantive subject area. The responses indicated that the old universities are as active in their incorporation of skills as the new universities but do so implicitly rather than explicitly.

With regard to the method of delivery and the means by which the skills element is assessed, research, drafting, advocacy and communication feature prominently as components of the dedicated unit in both old and new universities. The new universities place more emphasis on the incorporation of interviewing, negotiation and communication within the context of a dedicated skills unit.

Compulsory skills units are widely used in the first year of law degree programs in both old and new universities, but increasingly so in subsequent years. In the matter of skills delivery, there is no appreciable difference between the approach taken by the old and new universities. Both rely heavily upon the lecture/seminar and role-play and simulation. For assessment, old universities use unseen examinations and continual assessment while new universities prefer course work and oral presentation. The majority of institutions adopt a grading system which allocates a mark to the individual student.

The same set of questions was asked in relation to those units where skills are combined with

another substantive course. Research is a skill taught by both types of university. Drafting and communication are important features of the combined courses of the new universities; advocacy is an important feature in the old universities. As for the method of delivery of skills elements in combined courses, lectures, seminars, role plays and simulation are less widespread than with the dedicated skills units. With regard to assessment, while unseen examinations feature highly, course work is the most frequently used assessment method. Continual assessment is used in a quarter of cases, with 16% not assessing at all. Debates and mooting were most prominently specified by respondents as extra-curricular activities in which skills teaching exists. Only a quarter of old universities offer placements, whereas over half of new universities do so.

The third section of the survey concentrated on live-client clinical work. From those surveyed, eight institutions run live-client clinics. Of these eight, two new universities offer a full representation service to clients. This includes initial advice and representation before courts and tribunals. Of the six other institutions offering live-client programs, three limit their work to advice and assistance only, whilst the other three handle representation before tribunals and under the small claims procedure of the county court. Of this particular six, four are in new universities and two in old universities. The live-client clinics are offered across the 3rd and 4th years of the degree program. Six institutions use staff assessment only and one uses a combination of self and staff assessment. Five have advisory groups or management committees for their clinics. Clinics are funded in a variety of ways, seven wholly or partly by internal

university/departmental moneys, four with external grants and two through legal aid.

Several indicators in this survey suggest that skills are an integral part of the curriculum. First, this is evidenced by the number of institutions which include either a dedicated skills unit in their degree or skills as a combined part of another substantive unit. Secondly, the extent to which such units are either compulsory or optional and the declared means of assessment indicate that the teaching of skills is taken seriously by the majority of providers of law degree programs. The survey's findings suggest that the old universities are now taking on board the teaching of skills which is not the exclusive preserve of the new universities. On the clinical education front, a significant proportion of institutions are using clinical programs and the value of clinical work has clearly been realised.

The integration of skills into the curriculum of the undergraduate degree: the Queensland University of Technology perspective

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13 *J Prof Legal Ed* 1, 1995, pp 45-62

The question of whether legal education should be more 'academic' or more 'practical' has been debated for a long time. Recently, the Consultative Committee of State and Territorial Law Admitting Authorities (the Priestley Committee) and the Law Council of Australia recommended that graduates be trained in certain legal skills before admission.

In 1987 the Pearce Report endorsed the concept of students studying and analysing lawyers' skills in undergraduate courses. It has been recognised that certain benefits will flow from the integration of