

TEACHING AND ASSESSING STUDENTS AT THE NIGERIAN LAW SCHOOL: COMPARING AND CONTRASTING THE OLD METHODS WITH THE NEW METHODS

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ABSTRACT

Teaching and assessing students are the most significant duties of a teacher. He does these duties methodically. This Paper compares and contrasts the old and new methods of teaching and assessing students at the Nigerian Law School. It does not cover grading, externship programme, and mock trials. It aims at sharing practical experience devoid of theories of teaching methods. The research method used is mainly descriptive; empirical and doctrinal research methods are partly used, in collating and analysing relevant materials such as learned articles, textbooks, statutes, and interviews. Personal experiences play significant roles in the research as the authors are former students of the Nigerian Law School, and now teachers in the same institution. The Paper concludes that the present student-centred methods of teaching and assessing students at the Nigerian Law School are more effective than the old teacher-centred methods. It, therefore, recommends the continuation of, and improvement on the new teaching and assessment methods.

Keywords: Teaching, Assessing, Students, Methods, Nigerian Law School.

INTRODUCTION

Prior to 1963, Nigeria had no legal education system. Its citizens trained as barristers or solicitors in England without the benefit of its local laws and circumstances. It was to cure those inadequacies that the Government of Nigeria set up the Unsworth Committee in 1959 to consider and make recommendations for the future of legal profession in Nigeria, with a 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 Unsworth Committee recommended, *inter alia*, the establishment of a School of Law, to be known as the Nigerian Law School and a Council of Legal Education to supervise the School.ⁱ Those recommendations were accepted by the Nigerian Government and given legislative backing by the Legal Education Act 1962ⁱⁱ, which established the Nigerian Law School and created the Council of Legal Education to supervise it, and the Legal Practitioners Act 1962. The Council of Legal Education, through the Nigerian Law School, is responsible for legal education of those seeking to be admitted to the Nigerian Bar.ⁱⁱⁱ The Nigerian Law School started in 1963 at No. 213A Igboere Road, Lagos with eight students who did just a 3-month vocational programme, and in October 1963, the one-year course started. So, the Bar Final Programme is now for a full academic session. The School remained at 213A Igboere Road Lagos until 1966 when it moved to St. Joseph's Hall on Broad Street Lagos due to increase in students enrolment. Again, it moved to Victoria Island Lagos in 1969. In 1997, it moved to Bwari Abuja. The School became a multi-campus institution in 2005, with Lagos, Enugu, and Kano Campuses. In 2010, Yenagoa and Yola Campuses were created.^{iv} The Graham Douglas Campus of the Nigeria Law School, Port Harcourt followed suit in 2022.^v The permanent site of the School, which serves as its headquarters, is in Bwari, FCT Abuja with campuses in Lagos, Enugu, Kano, Yenagoa, Yola, and Port Harcourt. The Nigerian Law School is headed by a Director-General while the Campuses are headed by Deputy Directors-General.

ACADEMIC AND PROFESSIONAL QUALIFICATIONS OF THE NIGERIAN LAW SCHOOL TEACHERS

In the beginning, a teacher in the Nigerian Law School had to hold an LL.B. and the Bar Qualifying Certificate to qualify to teach in the School. Those were the minimum qualifications, and they needed not to write a single article, chapter in a book or a book to advance in their teaching career. Subject to good teaching and good conduct, one could attain the peak of their career in the School. Currently, a Nigerian Law School teacher has to obtain a minimum of LL.M. and the Bar Qualifying Certificate to be able to teach in the Nigerian Law School. In order to advance in their career path, the teachers have to write learned articles, chapters in books, or books in order to attain promotions. In both the old order and the new order, the teacher must be called to the Nigerian Bar as a barrister and a solicitor, and enrolled with the Supreme Court of Nigeria. Ph.D in Law and other teaching qualifications could be of added advantage. Aside the academic and professional qualifications listed above, the teacher has to be a person of impeccable moral, ethical, and professional rectitude.

ADMISSION REQUIREMENTS INTO THE NIGERIAN LAW SCHOOL

To be eligible for admission into the Nigerian Law School, a candidate has to possess a Bachelor of Laws (LL.B.) Degree of a university which course of study is recognized and approved by the Council of Legal Education. Where the university is outside Nigeria, the accreditation of the university by the National Legal Professional Association of that country is considered. Only universities in the common law countries are approved. The LL.B. Degree should cover the following compulsory courses: Nigeria Legal System, Constitutional Law, Criminal Law, Land Law, Law of Contract, Law of Torts, Equity and Trusts, Commercial Law, Law of Evidence, Company Law, and Jurisprudence. The following foreign university law courses are considered as equivalents: Obligation 1-Contract, Obligation 2- Torts, Delict-Torts, Property 1- Land Law, Property 2- Equity and Trust, Business Law/Consumer Contract Law/Commercial Contract Law-Commercial Law. Those are in addition to elective law courses, which vary from one university to another, such as Customary Law, Administrative Law, Environmental Law, Family Law, Labour Law, Banking and Insurance Law, etc. A

candidate who is deficient in any of the compulsory courses would be referred to any of the approved universities to remedy the deficiency. It should be noted that the LL.B. programme acceptable to the Council is a full-time study, as holders of part-time or correspondence law degrees are not eligible for admission into the Nigerian Law School. A candidate with a pass in either English, Irish or Scottish Bar Final Examinations or English, Irish or Scottish Solicitors' Final Examinations is eligible for admission into the Nigerian Law School. At any rate, once a candidate seeking admission into the Nigerian Law School holds a foreign law degree, he has to do Bar Part I Courses except where he is exempted from it. Exemption is granted to common law graduates who have taught law for a minimum of five years in the faculty of law of a Nigerian university and to non-common law graduates who have taught law for a minimum of ten years in the faculty of law of a Nigerian university. Candidates are taught substantive laws at the LL.B. stage of their legal training while they are taught procedural laws at the Bar Qualifying Certificate stage in the Nigerian Law School.

COURSES TAUGHT AT THE NIGERIAN LAW SCHOOL

As we stated earlier, the Council of Legal Education through the Nigerian Law School is responsible for legal education in Nigeria. It regulates legal education through accreditation of law faculties in the universities. Whereas the universities teach substantive laws, the Nigerian Law School teaches procedural laws. It is a vocational institution that teaches students how to practice the substantive laws that the universities have taught them.

There are two stages of legal education at the Nigerian Law School: Bar Part I and Bar Part II (Bar Final).

Bar Part I Courses

Candidates who studied law abroad, whether Nigerians or foreigners, must first go through the Bar Part I Programme to familiarise themselves with core Nigeria law courses. The programme is for one term or semester. It is upon a successful completion of Bar Part I Programme that the candidates will be qualified for admission into the Bar Final Programme of the Nigerian Law School. The following are Bar Part I core Courses: Nigeria Constitutional Law, Nigeria Land Law, Nigeria Criminal Law, and Nigeria Legal System. Holders of foreign law degrees

who did not do the following courses in their undergraduate programmes, that is: Law of Evidence, Commercial Law, Equity and Trust, Law of Torts, and Law of Contract, are expected to take at the least two of these courses in addition to the four compulsory courses. That is what is called a remedial programme, and the five courses are called remedial courses. The Nigerian Law School had, also, run one-year remedial programme for law graduates of the National Open University of Nigeria to enable them gain admission into the Bar II Programme. The Bar Part I Programme lasts for one Term.

Bar Part II Courses

Candidates of Bar Part II Programme are holders of law degrees awarded by Nigerian universities approved by the Council or holders of law degrees awarded by foreign universities but who have successfully completed the Bar Part I Programme. Courses taught at the Bar Final stage of the legal training are: Professional Ethics and Skill (formerly known and called General Paper or Law in Practice); Civil Litigation (formerly known and called Civil Procedure); Criminal Litigation (formerly known and called Criminal Procedure); Corporate Law Practice (formerly known and called Commercial Law or Company Law); and Property Law Practice (formerly known and called Legal Drafting and Conveyancing). The Law of Evidence used to be one of the causes taught in the Nigerian Law School but it has been subsumed under Civil Litigation and Criminal Litigation effective from the 2007/2008 Academic Session when the New Curriculum came into operation..

To be entitled to the Bar Qualifying Certificate, which the Council issues to a successful candidate at the end of the one-year vocational programme at the Nigerian Law School, a candidate has to study, and pass examinations in the five courses listed above.

OLD METHODS OF TEACHING AND ASSESSING STUDENTS AT THE NIGERIAN LAW SCHOOL

The old methods of teaching at the Nigerian Law School included lectures and tutorials. The lecturers mainly dictated notes to students in a large auditorium.^{vi} A student could finish one or two 80-leaf long notebook(s). It was a tough aspect of the Law School training then. An average student needed to be fast in note taking to be able to cope; else he would seek help

from his fast mates to make up his notes. One would write until the hand pained. It was so bad that some impatient lecturers were not prepared to repeat themselves more than twice. There was hardly time for explanation or debriefing by the teacher or for students to ask the teacher questions to clear some gray areas.

Was the fault entirely that of the teacher? The question is answered in the negative. There were six courses taught in the School at some point in the past. The lecture schedule was such that most of those courses featured every day. Only one hour was allotted to a course. Nigerian Law School is not as the universities where lecturers freely reschedule their lectures or even fail, neglect, or refuse to teach on schedule without information to the students. So, the teacher struggled to make the best use of their one hour. The best way to do this was to dictate notes to the students as fast as possible. The teaching method was teacher-centred.^{vii} A few lecturers were considered exceptionally good because they could come into the class to dictate notes off hand.

Tutorials helped in reducing the deficiency of note dictation and note taking in the main lecture hall. Fewer students were placed under a teacher for a less formal, question-and-answer session.^{viii} There, students had the opportunity of asking questions and getting answers to them. Tutorial as a teaching method in the Nigerian Law School did not last to the late 1990s due to increase in students' enrolment and want of manpower of the teaching staff. The implication was that the students had to make do with the notes they copied in the class only. The problem became worse when the school became a multi-campus educational institution.

OLD METHOD OF ASSESSING STUDENTS AT THE NIGERIAN LAW SCHOOL

In the beginning, Bar Final Examinations consisted of theory questions. Some questions were compulsory while some were optional. They were usually not based on scenarios. Multiple Choice Questions, (MCQ), were not part of the Bar Final Examinations. It was 100% theory questions. Bar Part I is 100% six theory questions, to answer four. Subsequently, multiple choice questions were introduced into the Nigerian Law School. MCQ forms 20% of the Bar Final Examinations while theory questions form 80% of them. There are 20 Multiple Choice

Questions per course. MCQ examination is done in one hour on a separate day before the theory questions. MCQ is marked by computer.

The theory questions were six, two of which were compulsory. There were broken into Sections A and B. Students were expected to answer compulsory questions one and four from Sections A and B; either two or three from Section A and either five or six from Section B respectively. The theory examination was for three hours.

At the end of the examinations, lecturers marked students' scripts for the theory questions. At the early stage of the School, the lecturers went on holidays to London to assess students' scripts. Later on, lecturers had to stay in their offices within designated hours to assess the students. It was such a tedious task that many of them fell sick after each marking exercise. That was why external examiners were introduced into the system. Experienced practising barristers and solicitors who were not academic staff members of the Nigerian Law School were invited to join in assessing students. That marked the beginning of Conference Marking in the Nigerian Law School.^{ix} Examiners would assemble in the Marking Hall between Monday and Saturday, excluding public holidays. Marking would commence by 9 a.m. and end by 5 p.m. every marking day. An examiner is expected to pick a pack of scripts at a time, register it in their name, sign in, and date it. After marking it, they return the pack, and pick another one.

For quality control and uniformity, there is usually a Marking Scheme for each module, prepared by lecturers in that course. Marks are allotted to various parts of the marking scheme. The marking scheme gives direction to examiners so that personal whims and caprices do not play any role in the assessment.

Again, there was moderation of marked scripts by senior members of the teaching staff. After marking the first pack of scripts, assistant lecturers, lecturers 2 and 1, and external examiners must submit the scripts for moderation. Senior lecturers were not moderated. Deputy Directors (Academic) and Directors (Academic) (equivalent of associate professors and professors respectively) moderated marked scripts. Senior lecturers could be co-opted for moderation. What the moderator does is to carefully go through the marked scripts randomly to see if there is any breach of the marking scheme, say over awarding marks or under awarding marks, or a case of not assessing any part of students' answers. If any such case is discovered, the examiner is made to remedy the deficiency, and resubmit for moderation. If at the end of three times of

moderation, an examiner is not able to comply with the marking scheme, he is asked to withdraw from the marking. If he is an external examiner, he will not be invited for the exercise again. An internal examiner who does not pass moderation puts his job on the line. It should be noted that it is forbidden to discuss students' performance with co-examiners let alone outsiders. It is a top secret.

After passing moderation, the moderator would comment on the pack that the examiner had complied with the marking scheme. The examiner could then record and shade the scores in a computer sheet, return the pack, and sign out. At that stage, he was free to mark without being moderated. It should be stated that staff in the Accounts and Finance Department of the School would be invited to verify the assessed scripts to ensure that the scores were correctly calculated. If any error was discovered, the examiner was called to cancel the wrong score, enter the correct one, and sign against the cancellation. The Chief Examiner had to counter-sign the cancellation. After marking, some lecturers would be selected to collate the marked scripts. They would do full verification of the answer scripts, recording scores in computer sheets hitherto recorded on plain sheets, serialization of candidates' examination numbers, call out, and entering the scores in computer.

Almost the foregoing procedure applies to Bar Part I except that the latter is less tedious and rigorous. Both Bar Part I and Bar Part II are marked over 100%.

NEW METHODS OF TEACHING STUDENTS AT THE NIGERIAN LAW SCHOOL

The new method of teaching in the Nigerian Law School commenced in the 2007/2008 academic year, after many academic retreats where experts in clinical legal education from within and without Nigeria trained the lecturers. It is interactive in approach, and student-centred.^x The interaction does not end in the class. It continues through phone calls, sms, e-mails, and WhatsApp, etc. Power points slides in laptop computers or similar gadgets are used to teach students. This helps students to be computer literate. Giving note in any form is now forbidden in the Nigerian Law School. Pre-class and in-class assignments are given to students for each course. Those are assessed by the lecturers promptly, and feedback given to students

immediately. The new teaching method involves students doing role plays and making demonstrations of skills, knowledge, and value learnt in the courses. They are, also, placed under mentors who meet and discuss their academic welfare and career opportunities with them.^{xi}

As at present, one course is taken on a day. This gives the teachers and the students the ample opportunity to deal thoroughly with one topic each day. The lecturer starts with an overview of the course, which takes about 30 minutes to one hour. He invites questions from the students. Thereafter, the students go on break. After the break, students break into smaller groups under the tutelage of lecturers for their presentations. They converge again in the main lecture theatre for debriefing.^{xii} It should be noted that in a Campus where there are no sufficient number of small classrooms or lecturers to break into sessions, students do presentations in turn in the main lecture theatre under the supervision of at the least two lecturers.

The Nigerian Law School Headquarters and the Campuses have functional Law Clinics where law students practicalise what they have been taught in the classroom. They interview and clerk prospective real or apparent clients, draft legal documents, lead witnesses in evidence in mock trials before their colleagues or real judges, visit: police formations, correctional centres, registries, etc, under the supervision of their lecturers. Students acquire other legal knowledge, skills, and values in the Nigerian Law School's Law Clinics.

NEW METHOD OF ASSESSING STUDENTS AT THE NIGERIAN LAW SCHOOL

There are so many similarities between the old and new methods of assessing students in the Nigerian Law School. All that is written about the old method of assessing students in the Nigerian Law School apply with equal force to the new method of assessment.

However, four new innovations readily come to mind in the new method of assessing students: Snap Tests, Pre-Bar Tests, Scenario-based Questions, and Continuous Moderation.^{xiii} Snap Tests are mini impromptu examination conducted at intervals to assess students' understanding of the lessons taught. The lecturers may or may not give any short notice about these tests. At the end of the test, students exchange their answer scripts, and mark under the supervision of

lecturers and in accordance with a marking scheme produced by the lecturers. They learn the outcome of the test immediately. Pre-Bar Test is a Bar-Final-like standard test which prepares the students for the real Bar Final Examination. Notice of the Pre-Bar Test is usually given to students. Lecturers mark students' answer scripts, and grade them accordingly. These tests could be administered once, twice or thrice before the main Bar Final Examinations. The essence is to prepare students for the main Bar Part II Examinations. It should be noted that the scores in those tests do not count towards pass mark in the Bar Final Examinations.

Questions are based on scenarios in the new method of assessing students. These scenarios are carefully-thought-out, practice-based, and sometimes live legal stories, from where legal issues are drawn and examined.^{xiv} This makes the Bar Final Examinations real to the students. The experience follows them into the law labour market.

As has been stated above, once an examiner passed moderation for the first pack of scripts marked, he was free to mark without being subjected to further moderation. That was the old order. It was discovered that some examiners would relax the rules of marking, knowing they would not be moderated again. To take care of that, Continuous Moderation was introduced as a new method of assessing students at the Nigerian Law School. The implication is that every pack of scripts marked by external examiners, and some internal examiners: assistant lecturers, lecturers 2, lecturers 1, non-teacher legal practitioners staff of the School are moderated from the beginning of the assessment to the end. This keeps examiners on their toes since they know that senior members of the Nigerian Law School academic team will surely moderate their marked answer scripts to ensure compliance with the marking scheme.

It should be stated that if all the tertiary institutions in Nigeria emulate the Nigerian Law School in teaching and assessing their students, our education system will be rated high in the global comity of education.^{xv} That may explain why foreign universities prefer the Nigerian Law School Academic Transcripts to those of our universities for law graduates doing postgraduates programmes overseas.

COMPARING AND CONTRASTING THE OLD METHODS AND THE NEW METHODS OF TEACHING STUDENTS

There are not so much similarities between the old and the new methods of teaching students in the Nigerian Law School. However, dedication of Nigerian Law School Lecturers to duty remains same. In the old order, lectures commenced at 9 a.m. and ended after the last lecturer had taken his one-hour lecture. In the new order, lectures commence at 9 a.m. and end in the afternoon, say 2 p.m. or later, depending on the volume of the topic treated. In other words, there was, and still is no room for missing lectures in the Nigerian Law School.

On the other hand, there are so much dissimilarities in the old and the new methods of teaching students at the Nigerian Law School. In the old method, almost all the six courses could be taken on a day, usually, one hour per course. In the new method, only one course is taken per day.

Dictation of note was the order of the day in the old method while the new method forbids dictation of note. Power points slides are used in the new method of teaching. Pre-class and in-class assignments are given for every topic in the new teaching method while those were virtually absent in the old method. In the new teaching method, students are arranged in groups. They hold pre-class meetings at which they do their group tasks, which actually help them prepare for lectures in advance. Those were absent in the old teaching method. They make presentations in the class. Students do a lot of role plays and demonstrations in the new method of teaching while there were rarely any such role plays and demonstrations in the old method of teaching.^{xvi} In other words, the new teaching method is participatory and student-centred while the old teaching method was not participatory and was teacher-centred. Computers, and other electronic devices such as projector, which aid effective teaching and learning are employed in the new teaching method while they were absent in the old teaching method.

COMPARING AND CONTRASTING THE OLD METHODS AND THE NEW METHODS OF ASSESSING STUDENTS

There are so many similarities between the old and new methods of assessing students in the Nigerian Law School. All that is written about the old method of assessment applies with equal force to the new method of assessing students in the Nigerian Law School.

The differences are seen in the Snap Tests, Pre-Bar Tests, Scenario-based Questions, and Continuous Moderation, which have been discussed above.

EXAMINER'S DISCRETION IN ASSESSING STUDENTS

Examiners, like judicial officers, have some discretion to exercise in assessing students.^{xvii} Theory questions in Law do not have answers with mathematical exactitude. Some candidates may not write answers as exactly contained in the Marking Scheme but may nevertheless get the answers correct. In that case, examiners can score the candidates right without being queried by moderators. Sometimes, examiners may be called upon to defend their exercise of discretion in some cases. It is worthy to note that a judicious exercise of discretion may not be questioned where candidates are not doing very well. Few marks awarded may just take them to a pass class. However, where candidates are gearing towards 2nd Class Upper Division or 1st Class, the examiner has to be more careful in deviating from the Marking Scheme in the name of exercising discretion. Such discretion may most likely be annulled by the moderator. This is not a good reputation for any assessor.

CONCLUSION

The old and new methods of teaching and assessing students at the Nigerian Law School have been discussed in this article. The old methods were basically teacher-centred, and somewhat theoretical while the new methods are student-centred and practical. It is concluded that the new methods of teaching and assessing students at the Nigerian Law School are better than the

old methods. Therefore, good efforts should be made to sustain and improve upon the new methods through training and retraining of academic staff.^{xviii}

RECOMMENDATIONS

To sustain and improve on the new methods of teaching and assessing students at the Nigerian Law School, the following recommendations are made:

1. There should be training and retraining of the academic staff of the Nigerian Law School, especially the newly employed lecturers, to ensure that they keep to the tenets of the new methods. It does not matter whether the new teacher is a director or professor. Experience has shown that it takes training and stooping low to learn the art of effective teaching, learning, and assessment in the Nigerian Law School.
2. More lecturers should be employed for the effective implementation of the small classroom system. At the end of the overview in the main class, students ought to break out for their presentations in small classrooms. However, since there are no sufficient lecturers to man those classes, it becomes difficult to supervise the students. It should be noted that the Council of Legal Education employed more than 40 lecturers recently. As commending as that is, it should be pointed out that the academic staff strength is far below expectation with respect to efficient and effective operation of small classrooms especially with the coming into being of the sixth Campus of the Nigerian Law School– the Graham-Douglas Campus, Port Harcourt, Rivers State.
3. More classrooms should be built and furnished for tutorials and students' presentations.
4. More teaching aids should be introduced into the system.^{xix} The commonest is the remote highlighter or pen drive to change slides. This will make the lecturers move freely in the class instead of being at the podium, and changing slides manually.
5. Participation in the Law Clinics should be made compulsory for students to acquire practical knowledge, skills, and value.^{xx}
6. More funds should be voted for running the Law Clinics.^{xxi} This will enable the Clinics undertake more projects such as arbitration, negotiation and other ADR processes, human rights campaigns, street lawyering, etc, other than the traditional litigation.

ENDNOTES

ⁱ Report of the Unsworth Committee on the Future of Nigerian Legal Profession 1959, 3, cited in A Obi-Okoye, *Law in Practice in Nigeria (Professional Ethics and Skills)* (2nd edn, Snap Press Ltd 2015) 3.

ⁱⁱ Re-enacted as Legal Education (Consolidation, etc) Act 1976 Cap L10 Laws of the Federation of Nigeria 2010.

ⁱⁱⁱ Legal Education (Consolidation, etc) Act, s 1.

^{iv} For a fuller historical profile of the Nigerian Law School, see O Onadeko, 'A Brief Historical Profile of the Nigerian Law School' in O Onadeko and Others (Eds.) *Fifty Years of Legal Education in Nigeria- Challenges and Next Steps* (CSS Sterling Printers Ltd 2013) 7-9.

^v The Rivers State Government through the magnanimity of its Governor, Nyesom Wike, a very senior lawyer and Life Bencher, built and donated that Campus to the Council of Legal Education in 2022. Academic activities would start there in the 2022/2023 School Year.

^{vi} Dictation and note taking during lectures do not allow students to concentrate. A better teaching technique is to give students lecture notes either before or after the lecture. During lectures proper, students could jot down important points to aid their understanding of the lessons. See N Friesen, 'The Lecture as a Transmedial Pedagogical Form: A Historical Analysis' [2011] 40 (3) *Educational Researcher* 95-102.

^{vii} Teacher-centred method of teaching emphasizes more on the teacher than the students. See AK Ahmed, 'Teacher- centred Versus Learner-centred Teaching Style' [2013] 9(1) *Journal of Global Business Management* 22-34; M Anvar *et al*, 'The Comparison Between Teacher-Centred and Student-Centred Educational Methods' [2006] 9(1) *Journal of Medical Education* 31-34.

^{viii} Tutorial as a teaching technique is more interactive and specific than a lecture. It is a method or a teaching session directed at transferring knowledge, skill, and value to a student or a small group of students, which could be used as a part of a learning process. More examples are given during tutorial and answers supplied to students' questions in a less formal setting. See K Exley and R Dennick, *Small Group Teaching: Tutorials, Seminars, and Beyond* (Routledge 2004) 1-12.

^{ix} Conference marking is a sort of public assessment of students' answer scripts followed with checks, control, supervision, or moderation by more senior academics. The advantage of conference marking over and above private marking is that there is no room to award students unmerited marks through unstructured exercise of discretion by assessors. Marking Scheme is usually prepared by the academic faculty for use as a general guide.

^x Student-centred teaching method emphasizes the learning needs of students over those of their teachers. The teacher has to employ any teaching technique or matrix to enhance the understanding of the students, and not just any mode of delivery favourable to the teacher. See footnote 6 *supra*.

^{xi} Mentoring students means placing some students under the supervision of lecturers who see to their academic welfare and progress. The mentor relates with his mentees closely to find out their problems and proffer solutions to solving them. See G Luna and D Cullen, 'Do Graduate Students Need Mentoring?' [1998] 32(3) *College Students Journal* 322-330; N Nora and G Crisp, 'Mentoring Students: Conceptualizing and Validating the Multi-Dimensions of a Support System' [2007] 9(3) *Journal of College Students Retention: Research, Theory & Practice* 337-356.

^{xii} Debriefing means taking feedback from students after teaching. It has the teacher know how much the students have understood the lesson taught. See D Raemer *et al*, 'Research Regarding Debriefing as Part of Learning Process' [2011] 6(7) *Simulation in Healthcare* S52-S57; K Krogh, M Bearman and D Nestel, 'Thinking on Your Feet- a Qualitative Study of Debriefing Practice' [2016] 1(12) *Advances in Simulation* 1-11.

^{xiii} Continuous moderation means moderation of all parts of scripts marked by more junior academics by the more senior academics from the beginning of the marking exercise to the end of it. See S Orr, 'Assessment Moderation: Constructing the Marks and Constructing the Students' [2007] 32 (6) *Assessment & Evaluation in Higher Education* 645-656; L Adie and V Klenowski, 'Moderation and Assessment' in MA Peters (Ed.) *Encyclopedia of Educational Philosophy and Theory* (Springer 2016).

^{xiv} Skill-based and problem-based scenarios are used for teaching and setting questions for the Bar vocational training course. See E Errington (Ed.), *Preparing Graduates for the Professions Using Scenario-Based Learning* (JCU 2010); L Bardach *et al*, 'The Power of Feedback and Reflection: Testing an Online Scenario-Based Learning Intervention for Student Teachers' [2021] 169 *Computers & Education* 1-3, 20-24.

^{xv} Nigeria's education system is rated low due incessant Academic Staff Union of Universities strike and the lack of political will of leaders to invest in education sector. Foreign universities prefer the Nigerian Law School academic transcripts to those of the universities for graduate students from Nigeria. See O Olasehinde-Williams,

'Education in Nigeria for Value Re-Oriented and National Development' [2018] XXI (1) *Nigerian Journal of Social Studies* 125-143; Pius MI, and Aii M, 'Nigerian's Vision 20:20:20 and Quality of Education in Nigeria: Implications for Sustainable Development' [2019] 1(2) *BSUJEM* 75-84.

^{xvi} M Shafiuddin and B Durrani, 'Techniques and Maxims of Teaching' [2022] 3(2) *Asian Journal of Multidisciplinary Research & Review* 121-138; SK Kochhar, *Methods and Techniques of Teaching* (Sterling Publishers Pvt. Ltd 1992) 1-9.

^{xvii} C Owen, J Stefaniak and G Corrigan, 'Marking Identifiable Scripts: Following up Student Concerns' [2010] 35 (1), *Assessment & Evaluation in Higher Education* 33-40.

^{xviii} The training should include acquisition of Information and Communications Technology knowledge and skills. See J Eleje, N Maduagwu and BE Odigbo, 'Marketing Teachers Training and Retraining Programmes in Enugu State to Educational Policymakers & Administrators' [2013] 20 *J.L. Pol'y & Globalization* 10.

^{xix} Smart desktop and palmtop computers and other electronic gadgets are required for efficient and effective research, teaching, and learning by both the teachers and the students. These include devices for virtual sessions, interactive whiteboard, etc. These modern teaching aids are to be used together with the traditional teaching aids such as textbooks, dictionaries, reference books, storytelling, dramatization, charts, posters, etc, in deserving cases. See T Prauzner, 'Applications of Multimedia Devices as Teaching Aids' [2010] 10(1) *Annales Universitatis MarieCurie-Sklodowska, sectioAI-Informatica* 167-175; CE Dyllick, 'Modern Teaching Aids-Moving into the Electronic Age' [1997] 357 (2) *Fresenius' Journal of Analytical Chemistry* 206-208.

^{xx} Participation in Law Clinics by the students should be made a compulsory part of their vocational and professional training at the Nigerian Law School. More mock courts and registries should be built to accommodate the increased student population once participation in Law Clinics is made mandatory.

^{xxi} It is suggested that a certain percentage of students' school fees should be set aside for running the school law clinics in addition to donations by good spirited individuals, groups, and the Nigerian Law School Alumni Association. See WD Klerk, 'University Law Clinics in South Africa' [2005] 122(4) *South African Law Journal* 929, 945-950; S Wizner and J Aiken, 'Teaching and Doing: The Role of Law Clinics in Enhancing Access to Justice' [2004] 73 *Fordham L. Rev.* 997.