

GCE

LAW: Civil Courts Tribunals

SUGGESTED IDEAS FOR TEACHING/LEARNING



Teacher /Lecturer:	
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Course:	AS Level Law
Topic:	Civil Courts
Session:	Tribunals

Component:	Component 1
Ref. to specification:	The Nature of Law and the English System
Suggested time allocation:	2 - 4 hours

Aims & Objectives: At the end of these sessions the student will be able to:

- **Explain** the history of tribunals.
- **Outline** the types of tribunals.
- **Explain** the composition of tribunals.
- **Describe** the changes brought about to tribunals under the *Tribunals, Courts and Enforcement Act 2007* as a result of the Leggatt Report.
- **Analyse and evaluate** the advantages and disadvantages of tribunals.

Main Teaching and Learning Activities

Teacher/Lecturer Activities:

- Introduce the topic with reference to the aims and objectives set out above.
- **Activity – Small Group discussion** - Organise class in to small groups and ask them the following questions: *When did Tribunals begin? What are tribunals? What tribunals can you think of? Who sits on a tribunal?*
Students to feedback answers to class; either using flipchart paper, smartboard or orally.
- Explain the rise of tribunals after WWII – increase in rights; discuss the composition of tribunals, the status of tribunals and the appeals procedure, with reference being made to the *Tribunals & Inquiries Act 1992 and the Tribunals, Courts & Enforcement Act 2007 & Peach Grey v Sommers (1995)*
- Explain the need for reform of the Tribunals system- *Franks Report 1957* and the findings of *Sir Andrew Leggatt's Review, Tribunals for Users: One system, One Service, explain he was asked to look at funding, management, structure & standards of tribunals and whether they complied with the Human Rights Act 1998 & explain the Courts & Enforcement Act 2007* – particular reference should be made to the reforms found in this Act namely: 2 new generic tribunals – First-tier Tribunal & Upper Tribunal & their roles and Tribunal Procedure Committee – responsible for tribunals rules of procedure and the role of the Single Tribunal Service (now part of HMCTS) and the introduction of a more unified appeals procedure.
- Organise students into pairs / groups and ask them to consider the reforms contained in the 2007 Act and whether they were sufficient to reform the system. If tutor has not already done so the findings of Leggatt should be explained, or students given the opportunity to research Leggatt's findings to assess whether the 2007 will be sufficient in addressing the problems he found.
- Students to also identify the advantages and disadvantages of tribunals. Feedback on both exercises to be given to the class - tutor to facilitate group work.

Activity – Research - Learners to research some recent examples of tribunals to include in their written answers.

Student Activities:

- Group discussion – questioning on tribunals to start a discussion on the topic.
- Small group exercise – research the findings of Sir Andrew Leggatt's review of the tribunal system and assess whether his 2007 reforms have been sufficient.
- Homework task – research the working of employment tribunals and feedback to the class – issues to look at could include: their role, number of cases, satisfaction levels of applicants and respondents and some recent examples.

Suggested links / resources:

- PowerPoint presentation
- Teacher Guide
- Useful links:
HM Courts and Tribunal Service
<https://www.gov.uk/government/organisations/hm-courts-and-tribunals-service>

Assessment

During the lesson

Group exercises and direct questioning show how much the students have understood the law relating to tribunals and the Leggatt Reforms.