

Biography

Glenda Browne has been a freelance indexer of books, journals and websites in a wide variety of subject areas since 1988. She is also a medical librarian one day per week. She is co-author of *Website indexing* and *The indexing companion*, and author of *The indexing companion workbook: book indexing*. Glenda was awarded Highly Recommended in the ANZSI Medal for her index to *The Indexing companion*. Glenda teaches indexing at Macleay College and for ANZSI and other professional groups, and has been the ANZSI representative on the IDPF EPUB Indexes Working Group. She is ANZSI Education Officer, and the inaugural convenor of the NSW Indexers and Education Groups. More information at: <http://www.webindexing.com.au/>

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Current Awareness

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This *Current Awareness* column, and previous *Current Awareness* columns, are fully searchable in the *caLIM* database (*Current Awareness for Legal Information Managers*). The *caLIM* database is available on the Institute of Advanced Legal Studies website at: <http://ials.sas.ac.uk/library/caware/caware.htm>

The 'Cardiff Index to Legal Abbreviations' is available at <http://www.legalabbrevs.cardiff.ac.uk/>

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Book Review

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EMILY ALLBON and SANMEET KAUR DUA. *The Insider's Guide to Legal Skills* (2016) London; New York: Routledge. ISBN: 9781138828735. £19.99 (Paperback)

This is a practical guide for law students new to the law. These can be either undergraduates starting a law degree, or postgraduates taking one of the professional conversion courses required to enter legal practice.

Topics cover the law student's higher education experience from the beginning, resources for research and writing, on to the end with examinations and employability.

Items that are particularly linked to student life include academic survival skills and plagiarism and its consequences. These parts could be useful to any students though the details are all given for law. Survival includes such things as taking notes, what lecturers expect from their students and time management. Very basic, but necessary.

There is a brief guide to the English legal system and its primary and secondary sources; then how to do legal research and legal writing. Legal language is very precise and standardised and it is essential to learn to work in the accepted way.

The chapter on referencing and plagiarism is very clear on the importance of referencing all quotes and also of expressing concepts in one's own words. These concepts are difficult to get across and these authors, both experienced academics, do an excellent job.

The centre of the book consists of a discussion of mooting, the conduct of mock trials for the students to practice presenting a case, and making persuasive arguments. The whole text is constructed around the

activities of four typical students with different learning styles and abilities. At each stage, a short summary of points is presented along with what two or more of the students could have done, and an invitation to the reader to think about how they could have dealt with these issues.

Both of the authors teach in the law department at the City University which was an independent institution and has now become part of the University of London. A particular feature mentioned is the use of a social media network called Lawbore developed at this law department by Emily Allbon when she was the law librarian, (in collaboration with a computer programmer, Howard Richardson, and the legal academics running modules). Students are encouraged to communicate with each other and the academics on Lawbore, to read input from practitioners, to find out about events and relevant publications linked to their lectures, and to cover the full range of social media type activities. Lawbore is generally accessible on lawbore.net.

The last part of this book covers employability and, finally, revision and exams. This would seem at first sight to be the wrong way round as employment is the end point of the student process. But employability is treated as finding the transferable skills in the work students have been doing, practicing writing application forms and interview techniques and using the University's offerings of career fairs and other contacts with possible employers to their best advantage. One can plan out interview answers and application form statements just as one plans essays. The more a student thinks through and plots out the key points, the better they can come up with spontaneous and genuine sounding answers to the actual questions of employers, and get a good job.