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## Justice Committee Comataidh a' Cheartais

# Training the next generation of lawyers: professional legal education in Scotland



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# Justice Committee

To consider and report on matters falling within the responsibility of the Cabinet Secretary for Justice.



<http://www.scottish.parliament.uk/parliamentarybusiness/CurrentCommittees/justice-committee.aspx>



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# Committee Membership



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**Shona Robison**  
Scottish National Party

# Introduction

1. On 26 June 2018, the Justice Committee held a round-table evidence session on professional legal education in Scotland.
2. This evidence session focused on whether existing routes to qualifying as a solicitor in Scotland could be improved, in particular to remove barriers to entry to the profession for those from more disadvantaged backgrounds. A number of potential options were discussed, such as introducing apprenticeships or establishing a more integrated approach to legal education and training.
3. While positive steps have been taken to widen access to legal education and training, the Committee's round-table evidence session suggested that progress to date has been insufficient and there is a need for further action. The Committee therefore intends to return to this topic next year to review what progress has been made. It may also explore particular options for reform in more depth.

## Membership changes

4. Fulton MacGregor and Shona Robison replaced Mairi Gougeon and Ben Macpherson on 6 September 2018. The membership size of the Committee was reduced from 11 to 9 Members on 6 September 2018, and consequently George Adam and Maurice Corry resigned as Members of the Committee.

# Overview of legal education and training in Scotland

5. Broadly speaking, the Scottish legal profession is made up of two different types of lawyers: solicitors and advocates.
6. Solicitors act as general legal advisers. They also do court work, but only in the highest courts (Court of Session, High Court of Justiciary and UK Supreme Court) if they can show sufficient experience and have passed additional exams and training courses (they are then known as “[solicitor advocates](#)”).
7. Solicitors are regulated by the [Law Society of Scotland](#) which can set standards for qualification, education and training.
8. Advocates are lawyers with specialist training in court work. They are members of an “[independent referral bar](#)” so do not provide services directly to the public, but are instead instructed by solicitors.<sup>i</sup> Advocates are all self-employed sole practitioners, regulated by the [Faculty of Advocates](#).

## Routes to qualification

### Solicitors

9. The standard route to qualify as a solicitor in Scotland, which is followed by the vast majority of people, is a linear one starting at university. It involves three consecutive stages:
  - **An LLB degree in Scots law:** Most LLB students now take a four-year honours degree (ordinary degrees last three years). The LLB is available at ten Scottish Universities. There are also two-year accelerated LLB programmes for those who already have other degrees.
  - **The Diploma in Professional Legal Practice (Diploma or DPLP):** A postgraduate course taken over the course of an academic year which teaches practical knowledge and skills to LLB graduates (normally taken on a full-time basis and available at six Scottish universities). Classes are normally taught by practising lawyers.

The core content of both the LLB and the Diploma are prescribed by the Law Society of Scotland.

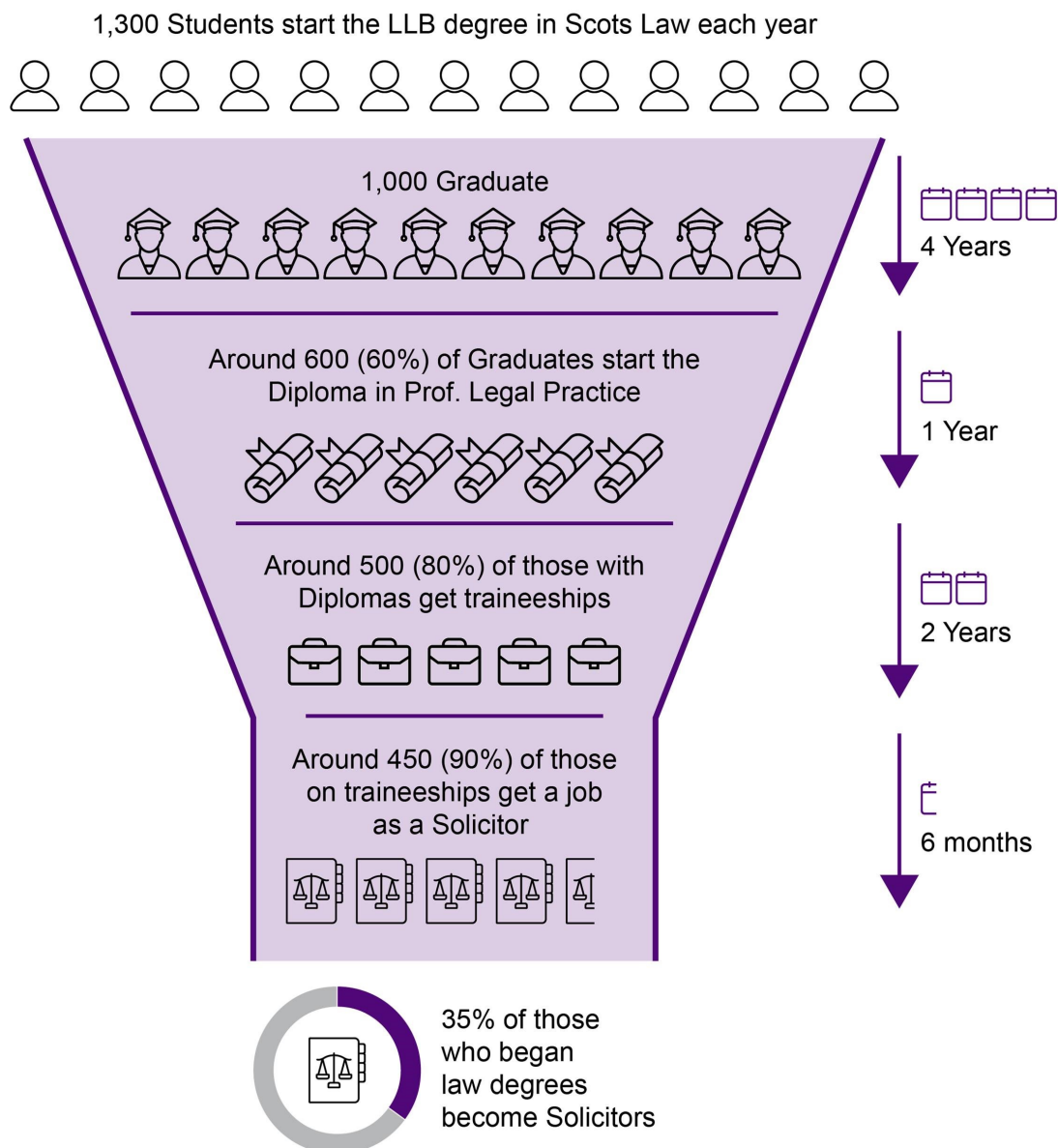
- **A traineeship:** A two-year period of paid in-office training, including continuing professional development, under the supervision of a solicitor or firm of solicitors. Successful completion of a traineeship means that the person is qualified to act as a solicitor.

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<sup>i</sup> And a limited number of other bodies - see the Faculty's [Direct Access Rules](#).

10. With some very limited exceptions, to do a traineeship you need to have passed the Diploma. However, firms decide themselves how many trainees they need based on economic and business forecasts. This means that passing the Diploma is no guarantee of a traineeship. [According to the Law Society](#), 80% of those with a Diploma secure a traineeship.
11. In addition, completing a traineeship does not guarantee work as a solicitor – the [Law Society indicates that 91% of trainees](#) secure a position as a solicitor within 6 months of qualifying. Therefore, an estimated 70% of those with a Diploma go on to secure a position as a solicitor.

### Estimated numbers at each stage of the route to qualification



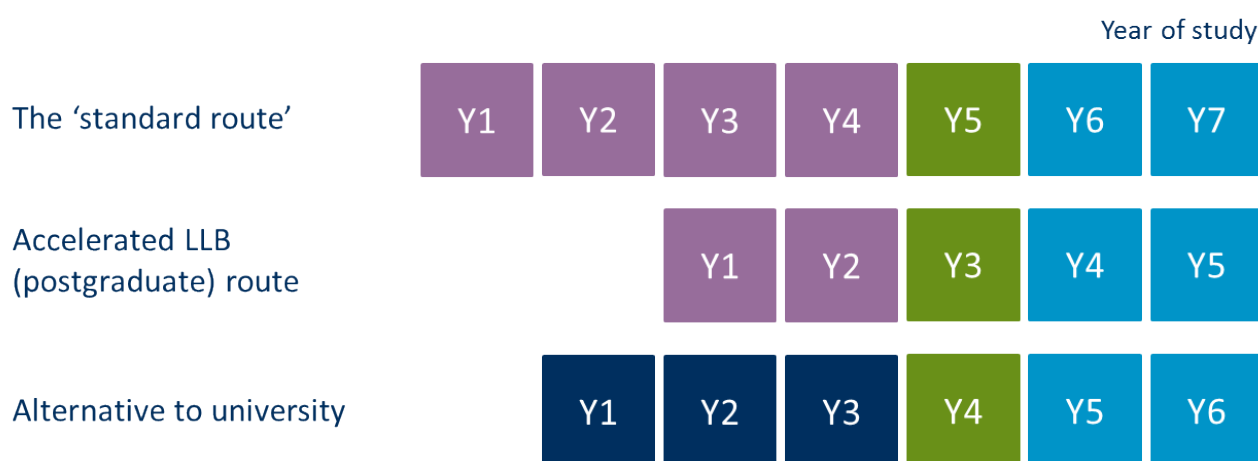
12. At least officially, the Diploma is also known as Professional Education and Training Stage 1 (PEAT 1) and the traineeship as Professional Education and Training Stage 2 (PEAT 2).
13. The main alternative route to doing an LLB is to enter into a so-called “[pre-PEAT training contract](#)” with a Scottish solicitor. This involves gaining practical experience



in a solicitor's office and then passing various Law Society professional exams. Once this has been done, applicants still have to take the Diploma and complete a traineeship. According to the Law Society's [recent consultation](#) into alternative routes to becoming a lawyer, fewer than 15 people per year use this route.

14. Another alternative route permitted in “exceptional circumstances” is the “non-PEAT training contract”. This allows an LLB graduate or an individual who has completed a pre-PEAT training contract to undertake a three-year traineeship and a series of examinations rather than the Diploma then a traineeship. These can be granted in exceptional circumstances. According to the Law Society, generally fewer than five people take this route at any one time.
15. The [Law Society's website](#) includes the following diagram on the full-time routes to qualification (note that the diagram doesn't include the non-PEAT training contract route).

### Routes to qualification as a solicitor



Pink – LLB; green – Diploma; light blue – traineeship; dark blue - Pre-PEAT Training Contract.

### Advocates

16. The standard route for becoming an advocate involves going through the three-stage process of becoming a solicitor (i.e. LLB degree, Diploma and a traineeship, albeit potentially a shortened one<sup>ii</sup>) and then:
  - a period of training with an experienced advocate (known as “pupillage” or “devilling”) which is unpaid; and
  - a pass in the Faculty's examination in Evidence, Practice and Procedure.

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ii No less than a year for those with First or Second Class Honours LLB degrees.

## Justice Committee consideration

17. At its round-table evidence session on 26 June 2018, the Committee heard from:
  - Tim Haddow, Advocate and Former Co-ordinator, Campaign for Fair Access to the Legal Profession;
  - Lord Eassie, Convenor, Joint Standing Committee for Legal Education in Scotland;
  - Rob Marrs, Head of Education, Law Society of Scotland;
  - Julie Brannan, Director of Education and Training, Solicitors Regulation Authority; and
  - Elizabeth Comerford, Director of Diploma in Professional Legal Practice, University of Dundee.
18. Written submissions were received from Tim Haddow, the Law Society of Scotland, the Solicitors Regulation Authority, and Elizabeth Comerford. Following the evidence session, further written submissions were received from the Law Society and Universities Scotland. The Committee is grateful to those who provided evidence.

# Widening access to qualifying as a solicitor in Scotland

## Aims behind the route to qualification

19. The main focus of the Committee's round-table evidence session was on what steps could be taken to widen access to qualifying as a solicitor in Scotland.
20. In his written submission, Tim Haddow, Former Co-ordinator of the [Campaign for Fair Access to the Legal Profession](#),<sup>iii</sup> argued that “the need to avoid creating structural barriers to fair access should be a primary consideration in designing the route to qualification”.<sup>1</sup> On the other hand, the Law Society's evidence suggests that, while widening access is important, the primary purpose of the qualification system is to produce high-quality solicitors.<sup>2</sup>
21. Nonetheless, there appeared to be consensus that more could be done to widen access while maintaining standards. The Committee therefore explored what barriers currently exist which prevent equal access to legal education and training, as well as possible options for reform.

## Barriers to entry

### The LLB

22. In its 2014 report, [Fair Access to the Legal Profession](#), the Law Society examined each stage of the route to qualification as a solicitor. According to this report, the biggest single barrier to studying law (and therefore becoming a solicitor or advocate) was initial access to the LLB. The Law Society found that pupils from disadvantaged backgrounds were disproportionately less likely to start the LLB than pupils from more advantaged backgrounds.
23. The Law Society's view, reflected in its evidence to the Committee, is that it is an “inheritor of inequality”.<sup>3</sup> Its written submission states:

” Whilst the Society is putting significant effort and resource into making the profession accessible to all we must note that some matters are outwith the control of the Society (most obviously the attainment gap in Scottish schools).

Source: Law Society of Scotland, [written submission](#).

24. The submission goes on to detail some of the activities it has undertaken to widen access. These include:

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<sup>iii</sup> The Campaign was set up by a group of law students in 2012. One of its main arguments was that the cost of the Diploma excludes people from less well-off backgrounds.

- Launching the LawScot Foundation – a charity which provides an annual bursary to at least eight students from disadvantaged backgrounds each year who are studying the LLB and plan to complete the Diploma. The intention is that, in due course, the LawScot Foundation will fund at least 40 students at any one time. According to the Law Society, an estimated 1,300 students start the LLB each year.<sup>4</sup>
  - Producing recruitment guidance for legal organisations, including guidance to disregard school performance in traineeship applications.
  - Refusing to accept traineeships which pay less than the living wage as set by the Living Wage Foundation (outside of London). The Society also recommends a rate of remuneration for trainees over and above the minimum acceptable rate.
  - Launching a major nationwide public legal education initiative called Street Law, that works in over 40 schools each year. Street Law trains law students to teach law to school pupils. In the last four years, Street Law has trained over 100 law students to become Street Lawyers and worked with over 1,000 Scottish school pupils.
25. In a [submission](#) provided after the Committee's round-table evidence session, Universities Scotland also provided information on current initiatives to widen access to law. In particular it highlighted the work of the REACH programme – funded by the Scottish Funding Council – which focuses on schools with few pupils going to higher education and aims to improve access to economics, law, medicine, veterinary medicine and dentistry.
26. The submission from Universities Scotland suggests that REACH has had positive impact, with an increase in law application rates, offer rates, acceptance rates and matriculation rates for pupils from target schools and less-advantaged backgrounds. For example, there has been an increase of 4.2% in offers for the LLB to pupils from target schools since the introduction of REACH. The submission concludes that “focussed interventions have been a success in widening access to law”.
27. The Committee recognises the positive work that is being undertaken by the Law Society, universities, schools and other organisations to widen access to the LLB. The Committee notes the Law Society's view that it is the “inheritor of inequality”. However, the Committee considers that the Law Society has a duty to investigate what barriers exist to studying the LLB and take action, both itself and in conjunction with schools and universities, to further widen access to the LLB.

## The Diploma

28. Tim Haddow, former Co-ordinator of the Campaign for Fair Access to the Legal Profession, argued that the structure of the current route to qualification, and in particular the costs and risks associated with undertaking the Diploma, excludes people from more disadvantaged backgrounds.<sup>1</sup>

29. Up until 2012/13, the top 300 LLB students were granted fee awards of £3,400 (approximately half the cost of the Diploma), which were funded by the Scottish Government. The eligibility for these awards was based on students' performance in the professional subjects taken in the first two years of the LLB degree. There were a limited number of other bursaries (some of which were restricted to students of certain universities), but otherwise students outside the top 300 were not funded.
30. The Scottish Government introduced a new system from 2012/2013. It replaced the performance-related fee system with [tuition fee loans](#) of equivalent value.
31. Up until relatively recently there was no government funding or loans for living costs during the Diploma.
32. However, as of 2015/2016, full time Diploma students have been eligible for £4,500 postgraduate [living cost loans](#).
33. From the 2017/2018 session, the Scottish Government has introduced a universal loan entitlement of up to £10,000 for all full-time, Scottish domiciled postgraduate students. This is made up of a £5,500 tuition fee loan and a £4,500 living cost loan.
34. Despite these changes to student support for the Diploma, the Committee heard that many students would still face a significant funding gap. Current tuition fees for the Diploma range from approximately £7,500 to £8,000. In addition, Diploma students will still have to fund living costs which may not be fully covered by a living cost loan.
35. Elizabeth Comerford, Director of the Diploma at the University of Dundee, told the Committee that, in her experience, plugging the funding gap could be an issue for some students and that many students have to undertake part-time work during the Diploma. She also emphasised the importance of maintaining a part-time option for studying the Diploma, to allow people the opportunity to spread costs over two years.<sup>5</sup>
36. The Law Society, however, argued that its data did not support the assumption that the costs of the Diploma discouraged people from less-advantaged backgrounds. By tracking percentages of those starting the LLB and then comparing these percentages to those commencing the Diploma five years later, the Law Society found that those from the lowest income backgrounds were just as likely to start the Diploma as those from more advantaged backgrounds.<sup>6</sup>
37. In response to this evidence, Tim Haddow told the Committee:
 

” It seems obvious that a financial barrier of the magnitude of having to pay for the Diploma must be a disincentive for people who are worried about the level of debt that they are in, or who do not have access to funding to help them through the Diploma or avoid taking on debt.

Source: Justice Committee, [Official Report 26 June 2018](#), col. 26.

38. He also suggested that the costs of the Diploma could deter people from less-advantaged backgrounds from applying for the LLB in the first place.<sup>7</sup> Rob Marrs of the Law Society did not disagree with this, but said that it would be “extremely

difficult” to find out if people were choosing not to do the LLB because of the costs of the Diploma.<sup>8</sup>

39. Evidence from Tim Haddow and Elizabeth Comerford also emphasised the risks involved for students undertaking a Diploma, in that they will not all go on to get a traineeship. The Law Society estimates that around 80% of Diploma graduates get a traineeship at some stage, although some will take two or three years to do so after completing the Diploma.<sup>6</sup> Elizabeth Comerford also suggested that undertaking the Diploma was a “speculative venture”, as she estimated only 25% of students have secured a traineeship prior to undertaking the Diploma.<sup>5</sup> In Tim Haddow’s view, this uncertainty and risk of not securing a traineeship could again deter those coming from less financially secure backgrounds.<sup>1</sup>

40. The Committee heard the view that both the costs of the Diploma, which are not fully covered by student loans, and the risk of not securing a traineeship could deter those from more disadvantaged backgrounds from qualifying as a solicitor. In the Committee’s view, further consideration needs to be given to whether these are significant barriers to widening access and, if so, how these barriers could be removed. This could involve, for example, increasing student support to cover tuition fees or requiring firms to recruit trainees in advance of them undertaking the Diploma. Ensuring the availability of alternative modes of studying the Diploma, such as part-time study, could also help those who need to work to afford their studies or those with caring responsibilities.

## Options for widening access

41. The Committee’s round-table evidence session explored some potential options for widening access to legal education and training, such as:
- introducing an apprenticeship route to qualification; and
  - integrating the Diploma and traineeship.
42. These two options are discussed in more detail below.
43. The Committee also heard about planned reforms in England and Wales which will involve the introduction of new national licencing exam – the Solicitors Qualifying Examination (SQE) – which all intending solicitors will take regardless of how they have trained.<sup>iv</sup> Julie Brannan of the Solicitors Regulation Authority suggested that this approach would introduce more flexibility while also being a more rigorous check of competence.<sup>9</sup>
44. Rob Marrs told the Committee that the Law Society has no plans to take a similar approach in Scotland, and that there has not been a “significant push” towards introducing a similar national licencing exam.<sup>10</sup> Evidence to the Committee also

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<sup>iv</sup> Further information on the proposed Solicitors Qualifying Examination can be found in the [written submission](#) from the Solicitors Regulation Authority.

emphasised that some of the drivers behind the introduction of the SQE in England and Wales do not exist in Scotland. For example, Lord Eassie, Convenor of the [Joint Standing Committee for Legal Education in Scotland](#),<sup>v</sup> told the Committee:

” One of the drivers in England and Wales is seemingly the great variety of routes and qualifications and the inconsistent standards that are seen as a result. That situation does not exist in Scotland.

45. Moreover, the Solicitors Regulation Authority regulates more than 110 academic institutions. As Rob Marrs of the Law Society told the Committee, “that is simply more difficult than regulating 10 LLB providers and six providers of the Diploma”.<sup>11</sup>
46. Therefore, while it was useful for the Committee to hear about the proposed reforms in England and Wales, there does not appear to be the need for a similar approach to be adopted in Scotland. Nonetheless, Tim Haddow suggested that a benefit of the new system in England and Wales is that it is less tied to the particular structure of the route to qualification. In his view, “without going the whole hog, we could take from the English proposals aspects of that process agnosticism about how to get to the standard”.<sup>12</sup>

## An apprenticeship route to qualification

47. In January 2017 the Law Society opened a [consultation on alternative routes to qualification](#), which closed on 31 March 2017. The document stressed that the current route to qualification does promote excellence, but also emphasised that “the route to qualification is not particularly flexible and does not promote equal access as well as it might”.
48. Responses to the consultation have not been published, nor has the Law Society published a formal response to the consultation. However, in its written submission to the Committee, the Law Society stated that feedback from the consultation supported an apprenticeship route to qualification and that firms would be willing to employ apprenticeships. This was reiterated by Rob Marrs during the round-table evidence session:

” The profession came back massively in favour of the apprenticeship route and less in favour of the other options, which is why we are focusing our energy on that route.

Source: Justice Committee, [Official Report 26 June 2018](#), col. 18.

49. In England and Wales, the Solicitors Regulation Authority changed its regulations in 2015 to permit people to qualify as a solicitor through an apprenticeship. The Committee heard from Julie Brannan of the Solicitors Regulation Authority that firms offering apprenticeships have been very positive in their feedback.<sup>13</sup>

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<sup>v</sup> The Joint Standing Committee for Legal Education in Scotland is an independent consultative body, the aims and purposes of which are to act as a facilitator promoting the interests of legal education. It comprises representatives from the Faculty of Advocates, the Law Society of Scotland, the Judicial Institute and Higher Education Institutions in Scotland involved in the education and training of lawyers.



50. However, despite support from the legal profession, it appears that the Law Society's plans for introducing an apprenticeship route in Scotland are in their early stages. Rob Marrs told the Committee:

” We are speaking to Skills Development Scotland about how we can do that, and we are considering whether it should be a modern apprenticeship or a graduate apprenticeship. At the moment, we are leaning towards a graduate apprenticeship scheme that would work as any other apprenticeship scheme works. There would be a number of years of experience – probably around five or six – and a series of examinations and assessments would take place during the course. There has not been much more consideration than that.

Source: Justice Committee, [Official Report 26 June 2018](#), col. 19.

51. He went on to say that he did not know when an apprenticeship route would be introduced.<sup>14</sup> The Law Society's written submission also states that it has been finding it “extremely difficult to gain traction with Skills Development Scotland” to develop an apprenticeship route.
52. The Committee also questioned whether the Law Society had considered how to ensure that an apprenticeship route would in fact widen access, rather than just providing an alternative route for people who would otherwise have entered the profession. Rob Marrs told the Committee that the Law Society had “not given the matter much thought”.<sup>13</sup>

53. The Committee notes that the Law Society does not appear to have published responses to its consultation on alternative routes to qualification which closed on 31 March 2017 before deciding to proceed with a particular option (introducing apprenticeships). In the interests of transparency, the Committee considers that these responses should have been published, alongside an official response from the Law Society to the consultation, before any further action was taken.
54. Nonetheless, the Committee heard that the consultation found strong support from the legal profession for an apprenticeship route to qualification as a solicitor in Scotland. The Committee notes that the Law Society and Skills Development Scotland appear to be making slow progress in introducing apprenticeships. The Committee requests an update from the Law Society and Skills Development Scotland on plans to introduce apprenticeships, including proposed timescales and further detail on how this new route will widen access to legal education and training. In the Committee's view, this work should be progressed by the Law Society and Skills Development Scotland without delay.

## **Integrating the Diploma and traineeship**

55. In his evidence to the Committee, Tim Haddow argued:



” Whilst there should be flexibility in the route to qualification, it is not enough to rely on ‘exceptional’ routes to qualification to enable access: the primary route to qualification should be equally open to all those with sufficient ability and motivation, regardless of socio-economic background.

Source: Tim Haddow, [written submission](#).

56. His written submission set out three possible options for change:
1. The current sequential LLB, Diploma, traineeship model, with improved or modified student support provided by the Scottish Government, individual firms or the profession; or with a compressed Diploma element;
  2. An extended undergraduate degree including elements of the Diploma;
  3. Integrating the educational and training elements of the current Diploma and traineeship, more similar to the route to qualification as an accountant.
57. In relation to the first option, he suggested that government funding, which has already increased substantially in recent years, would have to increase further to completely close the funding gap. He questioned why there should be an effective public subsidy for the professional training of the legal profession, when there is not such a subsidy for other similar professions. He also considered that this solution “cannot address the structural issue created by so many students having to undertake the DPLP [Diploma] without knowing they will secure a traineeship”. Finally, he suggested that while some firms do provide funding to prospective trainees, and can recruit in advance so that students have the assurance of studying the Diploma with the knowledge of a traineeship place at the end, this would not be an option for small firms or firms operating in areas funded primarily by legal aid.<sup>1</sup>
58. Tim Haddow also did not consider option 2 – an extended LLB – a realistic solution, particularly because the LLB course is not solely for those wishing to enter legal practice. As Rob Marrs told the Committee, between 40 and 50 per cent of the people who undertake the LLB do not go on to further legal study.<sup>15</sup> Tim Haddow also noted that the Diploma is a practice-focused course, delivered in small teaching groups, which requires a level of teaching resource which could not be delivered under the same teaching and funding models for the current LLB.<sup>1</sup>
59. Tim Haddow's view, therefore, was that option 3 – an integrated approach to the Diploma and traineeship – is the best way to widen access. This approach would see law firms recruit students directly from the LLB and then undertake a combined traineeship with professional education undertaken around work in a legal practice. He told the Committee:

” There are lots of advantages to an integrated approach. The feedback between doing something academically and doing similar things in an office and bringing the two experiences together is important. An integrated approach also eliminates at a single stroke the question of the barrier caused by the structure. If a person is selected and recruited on to one of those integrated traineeships ... that person knows that they have a traineeship and will be earning a salary.

Even if there is not a Government loan, the firm may pay for the training or the person may have a salary from which to pay for it.

Source: Justice Committee, [Official Report 26 June 2018](#), col. 35.

60. A pilot scheme of an integrated approach was proposed by a working group from three of Scotland's large law firms in 2014-15 (Tim Haddow was a member of this working group). This would have involved the three firms recruiting a small number of trainees into a traineeship, to be undertaken alongside a two-year part-time Diploma programmed outwith normal working hours. However, the proposal was not taken forward. In Tim Haddow's view, this was due to the Law Society's Education and Training Committee taking an “overly risk-averse approach” and was a “missed opportunity” to test a route to reform.<sup>1</sup> He suggested that too much had been asked of the firms involved.<sup>16</sup> While he accepted that improved student support since the pilot was proposed had arguably reduced any motivation for change, he remained of the view that an integrated approach would “represent the optimum way to remove barriers to access”.<sup>1</sup>
61. Rob Marrs suggested that, if a similar approach was proposed again, the Law Society's Education and Training Committee would consider it fairly and, if any concerns or questions were addressed, it would take it forward as a pilot. In relation to the original proposal, he said that the Law Society's Education and Training Committee had “agreed in principle” to such an approach, but had questions about how it would be done. One firm involved subsequently dropped out and the others chose not to pursue the issue.<sup>17</sup>
62. While not expressing a view on whether an integrated approach should be introduced, Elizabeth Comerford stressed the “intensive rigour” of the Diploma course, and that this would need to be considered in any proposed model, as well as the demands that firms now make on trainees to earn fees and create income.<sup>18</sup>
63. Lord Eassie, Convenor of the Joint Standing Committee for Legal Education in Scotland, was of the view that the Diploma is worth retaining, arguing that it had made a “great improvement” to legal education in Scotland.<sup>19</sup>
64. The Committee would welcome further information from the Law Society as to why the option of piloting an integrated Diploma and traineeship was not progressed, and whether this option could be revisited. This is an issue that the Committee may consider in greater depth at a future evidence session.

# Conclusion

65. Properly trained lawyers are central to the functioning of an effective justice system. In the Committee's view, the principle of widening access to legal education and qualification should be of paramount importance. While the Committee welcomes the progress that has been made to date, it also heard the view that significant barriers to access to the profession remain.
66. The Committee has therefore recommended in this report that:
- The Law Society should take action, both itself and in conjunction with schools and universities, to further widen access to the LLB.
  - Further consideration needs to be given to whether the costs and risks associated with the Diploma are significant barriers to widening access and, if so, how these barriers could be removed. This could include, for example, increasing student support to cover tuition fees, requiring firms to recruit trainees in advance of them undertaking the Diploma, and ensuring the availability of alternative modes of study including part-time study.
  - The Law Society and Skills Development Scotland should, without delay, progress plans to introduce an apprenticeship route to qualification.
  - The Law Society should provide the Committee with more information as to why the option of piloting an integrated Diploma and traineeship was not progressed, and whether this option could be revisited. The Committee may take further evidence on this option at a future date.

# Annex A - Extracts from the minutes

## Extracts from the minutes of the Justice Committee and associated written and supplementary evidence

### 15th Meeting, 2018 (Session 5) Tuesday 15 May 2018

**Work programme (in private):** The Committee considered its work programme and agreed witnesses for its forthcoming round-table evidence sessions on (a) defamation; and (b) professional legal education.

### 20th Meeting, 2018 (Session 5) Tuesday 26 June 2018

**Professional legal education:** The Committee took evidence, in round-table format, from— Tim Haddow, Advocate, Former Co-ordinator, Campaign for Fair Access to the Legal Profession;

Lord Eassie, Convenor, Joint Standing Committee for Legal Education in Scotland;

Rob Marrs, Head of Education, Law Society of Scotland;

Julie Brannan, Director of Education and Training, Solicitors Regulation Authority;

Elizabeth Comerford, Director of Diploma in Professional Legal Practice, University of Dundee.

Daniel Johnson declared an interest as his wife is a practising solicitor, having qualified in England and Scotland. Liam Kerr declared interests as a practising solicitor and as a member of the Law Society of England and Wales and of the Law Society of Scotland. Ben Macpherson declared interests as a registered solicitor and as a former member of the campaign for fair access to the legal profession, working alongside Tim Haddow. Liam McArthur declared an interest as the parent of a son expecting to begin studying law at the University of Dundee.

**Professional legal education - witness expenses:** The Committee agreed to delegate to the Convener responsibility for arranging for the SPCB to pay, under Rule 12.4.3, any expenses of witnesses in the evidence session on professional legal education.

## Written evidence

Comerford, Elizabeth

Haddow, Tim

Law Society of Scotland

Law Society of Scotland (supplementary submission)

Solicitors Regulation Authority

### 22nd Meeting, 2018 (Session 5) Tuesday 11 September 2018

**Professional legal education (in private):** The Committee considered a draft report. Various changes were agreed to and the Committee agreed to approve the final report to the Parliament by email correspondence. Liam Kerr declared interests as a practising solicitor and as a member of the Law Society of England and Wales and of the Law Society of Scotland.

# Annex B - Written evidence

## List of other written evidence

[Universities Scotland](#)

All written evidence received can be accessed on our [webpage](#).

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