**Response: LETR Discussion Paper 02/2011 (Equality, diversity and social mobility)**

Name of responding person:

Name of organisation (If responding on behalf of an organisation):

**If you are willing to be contacted by the research team with respect to any of your responses below, please provide the following contact details**

Name (if different to above):

Tel:

Email:

**Are you responding as a:**

[ ]  Barrister [ ]  Licensed conveyancer

[ ]  Barrister’s clerk [ ]  Other non-lawyer

[ ]  BPTC/LPC student [ ]  Other provider of legal activities

[ ]  BPTC/LPC tutor [ ]  Paralegal

[ ]  Chartered legal executive [ ]  Practice manager

[ ]  Claims manager [ ]  Registered foreign lawyer

[ ]  Client/consumer of legal services [ ]  Regulated immigration adviser

[ ]  CPD provider [ ]  Regulator of legal services

[ ]  Law student (undergraduate) [ ]  Solicitor/Notary

[ ]  Law teacher (school/FE) [ ]  Trade mark/patent attorney

[ ]  Legal academic (university) [ ]  Trainee solicitor/Pupil barrister

[ ]  Legal advice worker [ ]  Trainee legal executive

[ ]  Will writer

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| **Question 1: To what extent is contextual information being used in admission decisions to academic and vocational law courses, and if so what kinds of contextual factors are being taken into account?** |
| **Question 2: Do the difficulties of ensuring continuity and consistency in the use of contextual information at undergraduate/vocational/recruitment stages militate against its use in the legal education and training system?** |
| **Question 3: Would you welcome greater use of standardised (aptitude) testing at the academic stage? (Please give reasons why/why not)** |
| **Question 4: Are you aware of any more recent evidence that suggests the findings of the Cohort****Study regarding the impact of student debt on progression still hold true?** |
| **Question 5: Do you or your organisation have any direct evidence of the impact of the planned fee****arrangements for 2012 on widening university participation?** |
| **Question 6: Should the relevant approved regulators have any role in offering guidance to law****schools on admissions criteria and/or practices in respect of qualifying law degrees?** |

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| **Question 7: A number of diversity initiatives are seeking to make access to work experience more equitable. Are you aware of any evidence to show that these initiatives are being reflected in****changing recruitment practices and trends?** |
| **Question 8: More generally, would you support the creation of some kind of central clearing house for a pool of legal internships?** |
| **Question 9: Do you have any reliable evidence of how widespread clinical and legal work experience programmes are across law schools in England and Wales? Are you aware of specific****examples of effective practice that you think we should know about?** |
| **Question 10: Is there a role for regulation/guidance in encouraging or requiring clinical or****legal work experience as part of the qualifying law degree?** |
| **Question 11: Are you aware of any recent evidence to suggest that cost is a significant barrier to****wider participation in vocational training?** |
| **Question 12: To what extent (if any) is contextual information used in informing admissions****decisions to the LPC and BPTC? Should its use be increased?** |
| **Question 13: What role (if any) should regulation play in setting criteria or guidance for the offering of sponsorship by training providers and/or professional bodies?** |
| **Question 14: What additional measures (if any) should be introduced regarding the monitoring by the relevant approved regulator of funding awards for BPTC/LPC?** |
| **Question 15: In principle, could/should the professional law schools (offering the BPTC/LPC) be required to offer scholarships linked to financial need as a condition of validation?** |
| **Question 16: What evidence is there (if any) that lack of portability of LPC/BPTC is a problem for or constraint on graduands? Could/should more be done to increase the general value of these qualifications in the graduate jobs market, without diminishing their professional relevance?** |
| **Question 17: In your view, is the introduction of aptitude testing something that is more likely to****have a positive, negative or neutral impact on diversity at the vocational stage?** |
| **Question 18: In your view, are there existing regulatory provisions or standards that have a negative impact on fair access to the legal professions?** |
| **Question 19: Are there existing regulatory barriers that, in your view, unduly limit training****opportunities in the in-house or third sectors?** |
| **Question 20: Are there other measures that the regulatory or representative bodies could****introduce that would increase alternative training opportunities outside of private practice?** |
| **Question 21: What equality, diversity and social mobility outcomes (if any) would you wish to see****prescribed by approved regulators in respect of legal education and training?** |
| **Question 22: Is there a case for introducing recruitment targets for equality and diversity****purposes, and if so, should these be measured against general population, or general university, or law school, or other norms?** |
| **Question 23: There have been long-term criticisms of a lack of support for returners-to-work. Are there gaps in relation to return-to-work programmes, or entity training obligations to returners that should be addressed by the approved regulators?** |
| **Question 24: Are you aware of any other significant training gaps or needs that appear significantly to limit career progression and retention of a diverse workforce?** |
| **Question 25: Do you agree that (i) diversity training should take place at several career points including the LLB, LPC and BPTC stages and for qualified lawyers (as CPD). (ii) Approved regulators should also specifically require diversity training of senior staff in firms/chambers/ABSs ? If so why, if not, why not?** |
| **Question 26: Do you have any concerns, and are you aware of any evidence, that CPD costs****currently have a negative impact on equality and diversity in respect of any part of the regulated****workforce?** |
| **Question 27: Are concerns about their adverse equality and diversity impact currently acting as a****brake on the introduction of CPD requirements, or on other innovations in training developments,****in your part of the sector?** |
| **Question 28 : In your opinion, would a periodic (eg 5 yearly) re-accreditation requirement have any disproportionate impact on equality and diversity in your part of the sector? Are you aware of any evidence in support of that opinion?** |
| **Question 29: Are you aware of successful examples of diversity-led outreach work with younger school pupils (11-14)?** |
| **Question 30: Do you agree that there should be a sector-wide, non-regulatory, body to co-ordinate diversity initiatives ? (Please give reasons why/why not)** |
| **Question 31: Do you agree that law schools should publish equality and diversity data in respect of their law courses? (Please give reasons why/why not)** |
| **Question 32: In your view, have the approved regulators (or any one of them – please specify) done sufficient to embed the social mobility and fair access agenda into their future strategic planning?** |
| **Question 33: Is there any other regulatory action that should be taken by the approved regulators (or any one of them) to ensure that progress on fair access and social mobility is embedded in the work of the regulated profession(s)?** |
| **Question 34: Is there any other regulatory action that should be taken by the approved regulators (or any one of them) to ensure that progress on fair access and social mobility is embedded in the work of the academic and/or professional law schools?** |
| **Please use the space below to add any other comments you wish to make in response to this Discussion Paper:** |

**Thank you very much for your contribution. Please now e-mail your response to** **letrbox@letr.org.uk****, putting ‘Equality and Diversity response’ in the subject line.**