

The Law Society of Scotland



Diploma in Legal Practice

**Accreditation Guidelines for
Applicants**

September 2005

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1. INTRODUCTION

1.1 Guidance

Whereas the Law Society of Scotland (the "Society"), under the Solicitors (Scotland) Act 1980, is responsible for regulating the qualification of persons for entry to the solicitors' profession, the Society has issued this statement to set out the requirements for the accreditation of universities or other organisations as providers of the Diploma in Legal Practice (hereinafter referred to as "the Diploma") as qualification together with other training for entry to the solicitors' profession.

This document sets out for potential providers of a Diploma in Legal Practice the relevant information as regards the programme content, structure of the programme, the accreditation procedures and standards to be applied by the Law Society of Scotland, and the monitoring procedures to be performed thereafter. Should any further information be required, please contact in the first instance the Education and Training Department of the Society:

T: 0131 476 8126/8155/8173
F: 0131 225 2934
E: legaeduc@lawscot.org.uk

1.2 Background

1.2.1 The Diploma in Legal Practice (hereafter, the Diploma) provides a bridge between the academic and vocational stages of legal education in Scotland. Possession of an LL.B. (or the Society's Professional Exams) is a prerequisite for entry to the Diploma, which in turn is a prerequisite before starting a traineeship. It is recognised that:

- The aim of the Diploma is to provide skills training, the development of a practical understanding of the application of the law of Scotland, and to develop an understanding of professionalism and ethics in line with the Society's Codes of Conduct and associated standards.
 - The intention is to prepare students for the first stage of their traineeships and provide practical skills which will be relevant in practice.
 - By this stage in their education most students will be endeavouring to enter the legal profession and as such the profession has an even closer interest and responsibility in the Diploma than the LL.B. The interest of the Society may have a different focus from the internal and other external quality assurance activities as it is seeking to assure itself of the quality of the Diploma from the perspective of the profession.
 - Other 'stakeholders', such as the Faculty of Advocates, will also have an interest in the Diploma.
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1.3 Relationship of the LL.B., the Diploma, the traineeship, the Professional Competence Course (PCC) and the Test of Professional Competence (TPC)

- 1.3.1 The LL.B. is the academic route to entry to the profession which is a substitute to passing the Societies exams. Amongst much else, the LL.B. provides an introduction to legal system as well as a body of legal knowledge and skills, to forms of legal analysis, and to the operation of law in Society.
- 1.3.2 The professional training regime begins on the first day of the Diploma, and ends with successful completion of the TPC. It is essential that everyone involved in the process treats these three years of training as a holistic process, in which all elements are designed to contribute to the professional education of trainees.
- 1.3.3 The Diploma in Legal Practice expands on the academic knowledge and generic skills acquired in the subjects already studied during the LL.B. and develops legal skills in these fields.
- 1.3.4 The PCC is a course that should develop trainee learning further than the Diploma, and enhance the learning that takes place during traineeship. It gives trainees the opportunity to reflect on that learning in a situation where they can work collaboratively with other trainees. It is not an academic course. The PCC is aimed at supporting the entire traineeship process, including the TPC. In this sense, the Course is really the start of CPD and lifelong learning, and should be regarded in that respect.
- 1.3.5 The TPC, which comprises a series of logbooks and performance reviews to be completed by trainees and their trainers, is designed to ensure that the outcomes of the whole of the training contract are met. The TPC relates to trainees' experience of work for their training employers.
- 1.3.6 The Society reserves the right to issue guidance, either directly or through the providers of the Diploma, to prospective students of the Diploma as to the areas of law of which those students are expected to have current knowledge.
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1.4 Standards

Standards and criteria are specified throughout this document and its appendices. These should be seen as a minimum for accreditation and applicants are encouraged to aim for higher standards, develop their programmes, and innovate. All applicants are encouraged to submit examples of 'excellence' or details of planned developments alongside ensuring that information is provided in relation to all the minimum standards. These examples may cover areas such as modes of delivery and teaching, curriculum development, assessment, support, or any other relevant field.

1.5 Terminology

- 1.5.1 **'Admissions Regulations'** - Admission as Solicitor (Scotland) Regulations 2001
 - 1.5.2 **'Applicant'** - the organisation or persons wishing to apply to the Panel for accreditation of an Diploma in Legal Practice Programme
 - 1.5.3 **'Core Professional Subjects' or 'core subjects'** - those subjects, and the curriculum of those subjects, as specified (in Section 3) from time to time by the Education and Training Committee of The Law Society of Scotland.
 - 1.5.4 **'Council'** – the properly convened Council of the Law Society of Scotland
 - 1.5.5 **'Diploma'** - The Diploma in Legal Practice
 - 1.5.6 **'Director/Deputy Director'** - The Director or Deputy Director of Education and Training of The Law Society of Scotland
 - 1.5.7 **'Institution'** – the provider, or applicant to provide, a Diploma in Legal Practice
 - 1.5.8 **'Module'** - the series of self-contained credit bearing teaching and learning experiences of a particular subject
 - 1.5.9 **'Panel'** - the Diploma Accreditation Panels that will be convened by the Society as required.
 - 1.5.10 **'Professional Subjects'** - those subjects, and the curriculum of those subjects, as specified (in Appendix B) from time to time by the Board of Examiners of The Law Society of Scotland.
 - 1.5.11 **'Programme Director'** - the individual nominated by the Institution with responsibility for quality assurance in the delivery of the Diploma in Legal Practice
 - 1.5.12 **'Provider'** – an institution providing the Diploma in Legal Practice
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2. PROGRAMME APPLICANTS

2.1 Basic Requirements

2.1.1 The Society will recognise organisations as accredited for the provision of the Diploma if the following requirements are met:-

- (a) The Society is satisfied that the applicant satisfies the criteria set out in the Appendices.
- (b) The body awarding the Diploma has Diploma awarding powers conferred by the Privy Council or with the authority of the Scottish Executive.
- (c) The programme of study will be based on the curriculum, core materials, competency statements and/or outcomes that will be issued by the Education and Training Committee of the Law Society of Scotland from time to time.
- (d) The programme will comprise predominantly small-group, tutorial and practical based learning with a range of assessment methodologies appropriate to a vocational training programme.

2.1.2 Any organisation seeking accreditation which has difficulty in meeting the requirements of this statement should contact the Society in order to obtain any necessary clarification as to the requirements of these standards and assistance in meeting these standards.

2.2 Prior Arrangements

2.2.1 In order to protect the interests of students who have enrolled for the Diploma prior to the coming into effect of this statement those organisations with a Diploma previously recognised (*but not one accredited under any former scheme of the Society*) as qualification for entry to a training contract shall continue to attract such recognition of their Diploma but such recognition shall cease to be effective on and after 1st July 2007 from which date such recognition shall normally be dependent upon meeting the requirements of this statement.

2.2.2 Those providers which were previously accredited under the 'Diploma in Legal Practice Accreditation' and 'Diploma in Legal Practice Course Syllabus' shall enter the four yearly cycle of accreditation of this scheme and will be due for accreditation four years from the coming into force of this scheme.

2.2.3 Those providers which were previously accredited under the 'Diploma in Legal Practice Accreditation' and 'Diploma in Legal Practice Course Syllabus' will also be required to comply with the sections of this document stipulated in Appendix E from a date one year from the coming into force of this document.

3. ACCREDITATION EVENTS, PROCEDURES, & DOCUMENTS

3.1. Application procedure

- 3.1.1 Applicants should contact the Education and Training Department of the Society with early written intimation of their intention to apply for accreditation. There is no prescribed format that must be adopted, although the Society must be advised of the name of the contact person within the applicant's organisation and the approximate date on by which the applicant needs confirmation of a decision from the Society in order to run an accredited programme. A deadline for receipt by the Panel of the full application and a indicative timescale for its processing will be fixed by mutual agreement. It is realistic to expect that the whole process of accreditation will not usually take more than four to six months from the date receipt of the full application and supporting documentation. The Society will undertake best endeavours to ensure the process is managed as quickly as possible, that the applicant is provided with key dates, that a decision is reached as quickly as possible, and that the recommendation to the Society's Council is communicated to the applicant as soon as it is available.
- 3.1.2 Accreditation of each applicant in terms of this statement shall be conditional upon the provision by the organisation to the Society of such information about its Diploma which may be required to enable the Society to determine issues as to accreditation and shall provide such access as is reasonably necessary to enable the Society to carry out an appropriate inspection and to ascertain that accreditation standards have been achieved and maintained.
- 3.1.3 The Society also recognises that this is a time-consuming and involved process for applicants. The Society and the Panel will respond to enquiries, requests for clarification, or any other communication from an applicant promptly. They will provide adequate explanation and justification for any requests made of an applicant. The Society secretariat will ensure that the applicant has a named point of contact at the Society who is available to deal with all requests, provide updates on progress, and where possible agree issues on procedure and timescale mutually to ensure the smooth running of the process. The Society will actively canvas feedback from applicants once the process is complete with a view to using that feedback to inform and improve the process in the future.
- 3.1.4 The Education and Training Committee of the Law Society of Scotland reserve the right to set limits to the number of applications that can be dealt with each year and deadlines as to when applications in any one year must be received.
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- 3.1.5 Documents submitted will be considered confidential. The process will remain confidential until such time as the recommendation of the Panel is approved the Council of the Law Society of Scot land.

3.2. Application documentation

- 3.2.1 This is detailed in Appendix D.
- 3.2.2 Five to six copies, depending on the number of Panel members, of the entire application and all supporting materials will be required. Two copies must be sent to the Deputy Director (a 'working' copy and a 'file' copy), and one copy to each of the Panel members who will consider the application. The Deputy Director will provide the names and addresses of the appropriate Panel members.
- 3.2.3 Each of the applications and sets of supporting documents should be identical in content and presentation.
- 3.2.4 Reference to websites / other materials should only be made where it is unreasonable to supply full text on certain issues or where the applicant believes reduction to paper would be detrimental to the quality of the materials; for example, because they are interactive in nature. In such instances the applicant is encouraged to discuss with the Society appropriate formats in advance of submission so that Panel members are assured access. Wherever possible the Panel should be capable of forming conclusions from the application and supporting documents without the need to refer elsewhere.
- 3.2.5 The 'file' copy will be the definitive document referred to should there be any dispute as to what papers were submitted.

3.3. Diploma Accreditation & Inspection Panels

3.3.1 *Membership*

The Panel will consist of not less than three members. The members of the Panel will have such experience as the Education & Training Committee in its sole opinion considers relevant but will include:

- at least one member of the Education & Training Committee, Admissions Committee OR Council
- at least one solicitor entitled to practise in Scotland and who has been involved in the Diploma or in providing a traineeship
- at least one academic representative with an experience in providing a Diploma in Legal Practice

In some circumstances individuals may be able to bring more than one category of experience to the Panel; it is balancing the experience of the Panel which is of prime importance.

A Panel may have a lay member with experience in Education or as a representative of the public.

The quorum for all meetings of the Panel, except inspections (see Section 5), will be three members. At the discretion of the Deputy Director Panel members may participate in meetings via video or audio conferencing.

At all meetings a member of the Executive of the Education and Training Department of the Law Society will be in attendance and will act as secretary.

3.3.2. *Confirmation of Panel*

The applicant will be asked to confirm in writing their acceptance of the proposed composition of the Panel that will consider the application. This is to allow the applicant the opportunity to respond on issues they may have in relation to the Panel and its composition, the skills and experience represented, conflicts, or any other reasonable cause. If such issues are raised the Society will, by a process of mutual dialogue, attempt to agree an acceptable Panel. The Society notes an application cannot be processed until such time as an appropriate Panel is agreed.

3.3.3. *Powers*

The Panel will have the power to investigate and make recommendations to the Council of the Law Society of Scotland about all aspects of Diploma provision. The Panel may recommend:

Refusal to Accredite

If the Panel decides to recommend refusal of accreditation to an applicant it must state its reasons for doing so. Those reasons must derive from this Statement. The Panel should give advice to the applicant as to the steps it should take to obtain accreditation under a new application.

Request for Further Information

The Panel may decide that it cannot reach a decision on accreditation on the basis of the written documentation as supplied and is entitled to request further information from the provider relating to the criteria set out within this document or relating to information as supplied by the provider.

Visit the Applicant Organisation

The Panel may decide that it cannot reach a decision on accreditation on the basis of the written documentation and that it needs to visit the applicant.

The Panel should give reasonable notice to the applicant of its intention to visit and it should indicate that it may wish to view the accommodation and meet staff and students connected with the proposed Diploma.

The Decision to recommend Accreditation/Conditional Accreditation

The Panel may attach any conditions it deems reasonable, subject to the approval of Council, to ensure the quality of the Diploma provision.

The Panel will always attach standard conditions which will comprise:

- An obligation on the provider to notify the Society of material changes in the resources available to students on the Diploma
- Notification of material changes to the curriculum
- Submission of an annual report based on the Society's reporting template, as approved by the Education and Training Committee
- Annual provision of a list of Senior Tutors in the core subjects accompanied by appropriate contact details
- That the provider, at the start of each new Diploma course/programme, formally requests the permission of each student on the Diploma that their e-mail address be forwarded to the Society. That these e-mails addresses be collated and forwarded in electronic format to the Society no later than the end of the fourth week of the first term/semester.
- That correspondence and requests for information from the Society to the Programme Director named on the application, or the intimated replacement thereof, is responded to within 14 working days. That where this is not possible the Society be notified as to why it is not possible and when a response will be possible by.
- The right of the Society, subject to one weeks notice to the provider, to send e-mail communications to students on matters of relevance in relation to the Diploma in Legal Practice, and/or the traineeship, and/or the profession

The Panel may attach additional conditions necessary to ensure the accreditation standards are met and provide timescale in which the conditions must be complied with.

- 3.3.4. The Deputy Director will write to the Programme Director as soon as possible to advise of the Panel's decision, and in the case of recommendations of refusal, suspension or termination will give the Panel's reasons. In the case of conditional accreditation, a timescale will be given within which the conditions must be fulfilled.
 - 3.3.5. At the discretion of the Panel, the applicant may be invited to attend a meeting with the Panel.
 - 3.3.6. The Panel may continue its consideration of an application, pending the receipt of further documentation and information from the applicant, before making any decision regarding accreditation.
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3.4. Period of accreditation

- 3.4.1 Applicants will be accredited for a period of **four years** from the date of accreditation. A new application for accreditation, and accompanying fee, will be required for providers wishing to continue to provide an accredited programme.
- 3.4.2 The Society shall be entitled but not obliged to withdraw accreditation granted in terms of this statement, or to make the continuation of any such accreditation subject to conditions, in respect of any provider that fails to comply with the conditions set out. Accreditation shall not be withdrawn except on the minimum of twelve months notice other than in such special circumstances as it would be reasonable to provide a lesser period of notice.
- 3.4.3 The Society reserves the right to issue notices in The Journal of the Society, or through any other means it deems reasonable, detailing information provided in annual reports or variances from the Accreditation standards. This will not be done without prior notice to the Diploma provider.
- 3.4.4 The Society reserves the right to request the attendance of a representative of the Diploma provider to discuss any variances from the Accreditation standards which come to light as a result of annual report or any other means.

3.5. Accreditation Fees

- 3.5.1 Each organisation which applies for accreditation for the purposes of this statement shall require to pay to the Society a fee of £1500 + VAT to cover the processing of the initial application. Where the Society requires to conduct enquiries beyond the scrutiny of the initial application and documentation submitted by each applicant, then the Society shall be entitled to recover from each applicant the costs of any such further enquiries as may reasonably be required in order to determine that application. Applicant universities may be required to lodge in advance with the Society such sums as may be properly estimated by the Society as being the prospective costs of such further enquiries.
 - 3.5.2 A further annual fee of £200 + VAT is payable in the year following accreditation and until such time as accreditation ends or a new application for accreditation is submitted. This fee is to cover the costs of inspections, processing annual reports, dealing with enquiries and variations to accreditation during each year of accreditation.
 - 3.5.3 It should be noted that the Society contributes to the costs of accreditation of organisations through the provision of staff and administrative resources that is not recharged to the providers. Accreditation fees are not intended to make a profit. It is similarly
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recognised that Providers will have to bear staffing and other costs in addition to the payment of the fees specified above at least as great as those bourn by the Society.

3.6. Appeals against Panel decisions

- 3.6.1 An applicant has the right to be represented by a Council member at a meeting where a recommendation will be under consideration.
- 3.6.2 Regulation 40 of the Admission as Solicitor (Scotland) Regulations 2001 states that "Any person who is the subject of a decision by the Council under any of these Regulations and who is aggrieved by that decision may, within 21 days of written intimation of the decision, appeal to the Court of Session". The Society accepts that "a decision by the Council under any of these regulations" includes a decision to accept or reject any of the recommendations of the Accreditation Panel listed in para 3.3.3 above.

4. ANNUAL REPORTING & INSPECTIONS

4.1. Annual Reports

A standard condition of accreditation will be the provision of an annual report. This annual report will comprise statements as to the continuing compliance with the accreditation criteria which will require to be signed by a representative of the providers and requests for statistical data on various aspects of the programme and admissions. A template for reporting will be approved from time to time by the Education and Training Committee and organisations will be required to provide the information requested.

4.2. Inspections

Should the Education and Training Committee have any concerns following the submission of an annual report, complaint from an interested party, or any other on any other reasonable grounds they reserve the right to visit and inspect course provision of the Diploma or appoint a Panel to do so. This may relate to:

- Verifying information provided by the applicant
- Gaining a sense of the quality of the teaching, learning and formative/summative assessment taking place on the provider's programme
- Dealing with a specific issues identified

In all instances the accredited provider will pay the travel costs of the Panel.

4.3. Pre-inspection documentation

In addition to the documentation supplied by the provider, the Panel may ask for any other documentation to be supplied prior to the visit, no later than a week prior to the visit.

4.4. Procedure for visiting

4.4.1 Pre-visit

At least four weeks before the visit the Panel will inform the provider of its intention to visit. The Panel may either stipulate which class they would like to visit, or arrange this by mutual agreement with the provider. The provider must give precise details of the class to be visited, including all relevant teaching or assessment documentation. The Panel will provide an 'agenda' for the meeting detailing what areas are of interest.

4.4.2 *Duration*

The visit should last no more than one day, and may be only a morning or afternoon visit. It is important that the visit is kept as informal as possible. The visit is an opportunity for the Panel to scrutinise educational provision and student achievement; but it is also an opportunity for providers to bring to the notice of the Panel exceptional work by students, or aspects of innovative Programme design and delivery. It is essentially an occasion for dialogue with, as well as oversight by, the Panel.

4.4.3 *The Panel*

For the purposes of monitoring visits the panel is quorate at two members.

4.4.4 *The Visit*

The Panel may:

- visit a class and, if the class involves face-to-face teaching, sit in on the lecture, tutorial or workshop. Panel members will not interrupt the teaching, but to remain as much as possible in the background.
- talk to students after the class about their experience of the class, as well as their wider experience of the Programme, and review their work. The Panel may request to speak to all students on the Programme, without the presence of tutors or Programme Director.
- discuss with the Director of the Programme any issues that may have arisen in the course of the visit.

4.5. Report to the Education & Training Committee

The Panel will draw up a report on their visit, a copy of which will be addressed to the Programme Director. The report will be based on the visit 'agenda' as issued by the Panel and specify aspects of provision that:

- met or exceeded the standards acceptable to the Panel
- could be improved in some form or other
- must be urgently addressed by the Provider. Failure to do so may result in a recommendation that accreditation be suspended or terminated.

Prior to the submission of the report to the Education and Training Committee a representative nominated by the provider will have the opportunity to comment on the report and correct any factual issues arising. The provider will also be entitled to submit a response to the report that will accompany it when it is submitted to the committee.

Appendix A: PROGRAMME STRUCTURE & SYLLABI

A.1. Overview

A.1.1 Basic Structure

The Diploma Consists of seven core areas:

- Conveyancing
- Private Client
- Civil Court Practice
- Criminal Court Practice
- Financial Services and Related Skills
- Practice Skills (which can be taught independently or pervasively through the curriculum)
- Professional Ethics and Conduct

There are two electives, of which one must be taken:

- Company and Commercial
- Public Administration

A.1.2 General Rules

- i. The core curriculum is compulsory for all students. All core modules are defined by learning outcomes and competence standards that build upon students' experience within the Diploma, and which deal with important practice issues generic to all trainees' experience of legal practice.
 - ii. All students must complete one of elective modules.
 - iii. The syllabi following make recommendations as to the number of hours of teaching time that should be involved in each module. The total number of recommended teaching hours is 400. The allocation of total teaching hours between subjects is subject to variation depending particularly on whether any general inductive course in relation to legal skills is offered in addition to the courses mentioned above and also the prominence given to the teaching of a particular legal skill within a particular legal practice course.
 - iv. The matrix below is a simplified illustration of the way in which the teaching of legal skills may be spread throughout the different courses. Applicants are expected to provide a detailed 'skills matrix' identifying how the teaching of skills is integrated throughout the course. The legal skills identified in that matrix, and those supplemental ones added by applicants, should be considered "transferable" and therefore it should be possible to vary the number of times a particular skill is taught in a particular legal practice course.
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SKILLS AREAS	Conveyancing	Criminal Court	Civil Court	Private Client	Company/ Commercial	Public Administration
Interviewing and interpersonal skills (inc. advising clients)			X	X		
Letter writing	X					
Legal Research and problem solving (inc. formal opinions)					X	X
Drafting	X		X	X	X	X
Negotiating (including ADR and mediation)			X			
Advocacy		X				

- v. Teaching days should be no more than 8 hours, including breaks. Any extension to these hours would have to be justified and approved by the Panel, or subsequent to accreditation to the Education and Training Committee. This time excludes preparation, assignments and coursework undertaken when the tutor is not present.
- vi. Legal skills are expected to be taught pervasively in each of the six practice areas which will be taught in the Diploma. Universities may choose, however, to have a short inductive course introducing some common skills related to all areas of practice, such as drafting or letter writing.

A.2.Core Subjects Syllabi

Conveyancing

Aim: To develop knowledge and understanding of basic domestic and commercial conveyancing transactions including the purchase, sale and leasing of residential and to a lesser extent commercial properties.

Learning objectives: By the end of the course, students should be able to:

- (i) understand and undertake the mechanics of a straightforward purchase and sale transaction of a domestic property, including the importance of missives, securities, the documentation required to be drafted to complete the conveyance, and the responsibilities undertaken by the selling and purchasing solicitors;
- (ii) appreciate what is required in revising a commercial lease, and drafting the appropriate documents;
- (iii) understand how to create assured and short-assured tenancies, to draft the appropriate documentation, and the role which any lender to a landlord would have; and
- (iv) explain and discuss the practice rules, money laundering and accounts rules applicable to conveyancing transactions and the practice management and client care implications of conveyancing, including letters of obligation and accounting to the client.

Structure and content: Although a proportion of the course may be given over to lectures, most time should be given over to practical exercises, particularly to achieve drafting skills in domestic transactions, and attaining a comprehensive working knowledge of the role played by each solicitor in a conveyancing transaction and their professional and ethical responsibilities to clients and others.

The content of the course must include essential knowledge in relation to conveyancing transactions, such as the role of searches, examining title, and securities.

Recommended teaching time: 80 hours.

The PCC: It might be appropriate to deal in more detail at this point with commercial leasing and commercial lending as well as subjects such as crofting law and agricultural law.

Private Client

Aim: To develop the practical skills of taking instructions, preparing wills, administering executries, trusts and curatories.

Learning objectives By the end of the course, students should be able to:

- (i) take instructions from a client for the preparation of a will;
 - (ii) advise the client on basic matters in relation to estate planning including the giving of simple tax planning advice;
 - (iii) draft a suitable will for a client avoiding legal pitfalls and taking account of the tax implications;
 - (iv) investigate the estate and prepare the inventory of a simple estate, calculate inheritance tax on death and lifetime gifts, make over the
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estate to the beneficiaries, produce an account of the executor's intromissions with the funds in the estate, demonstrate an awareness of the implications of income tax and capital gains tax on the executors and beneficiaries, and demonstrate an ability to ascertain those entitled to prior rights, legal rights and the free estate under the law of intestacy;

- (v) draft a deed appropriate to the various types of *inter vivos* and *mortis causa* trusts, taking account of the tax implications of each; and
- (vi) prepare basic trust accounts.

Structure and content: The course content will include the taxation of individuals – income tax, CGT, IHT; drafting basic and more complex wills with reference to taxation implications and practical implications such as storage and preservation of wills; the role of the solicitor in executors, including registering the death, funeral arrangements, taking instructions, preparing inventories, valuing and ingathering the estate, obtaining confirmation, making payments, settling the estate, executor accounts and deeds of variation; the different types of trusts with their tax considerations; trust accounts and administration; curatories and powers of attorney.

Recommended teaching time: 60 hours.

The PCC: Law and the elderly, intermediate or advanced taxation, and possibly estate planning and planning for retirement, might usefully be taught in the release phase.

Civil Court Practice

Aim: To develop skills in relation to the conduct, funding and resolution of civil litigation.

Learning objectives: By the end of the course, students should be able to:

- (i) interview and advise clients in relation to straightforward or relatively straightforward civil disputes;
 - (ii) take basic precognitions;
 - (iii) draft basic pleadings;
 - (iv) demonstrate a practical working knowledge of the rules of civil procedure in the Sheriff Court;
 - (v) explain and discuss the different ways in which civil litigation may be funded;
 - (vi) explain and discuss what is involved in the concept of judicial expenses, and taxations;
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- (vii) explain and discuss how actions are settled, including the role played by negotiation;
- (viii) conduct a basic negotiation; and
- (ix) explain and discuss the rules of professional ethics and conduct applicable to civil litigation, and dispute resolution.

Structure and content: This course requires a reasonable balance to be struck between the teaching of formal practical knowledge (the rules of civil procedure) and the teaching of skills which are well placed to be developed in the context of civil litigation, particularly interviewing, drafting and negotiation.

The course should be taught in the context of Sheriff Court ordinary cause procedure with an emphasis on both family and non-family actions. Students should be given an understanding of summary cause and small claim procedure, the law and practice of civil jurisdiction in all types of action, the practical aspects of instructing counsel, or of diligence; and should be given a basic introduction to Court of Session procedure, emphasising the distinction between actions and petitions. Students should understand when it might be appropriate, or necessary, to proceed in the Court of Session.

Recommended teaching time: 60 hours.

The PCC: Students might be given an opportunity of developing two specific skills: negotiation; and advocacy, both written and oral. A further suggestion is that there might be specific pleading courses, for example, in relation to reparation, family law, housing law, or contract law. There might also be room for the more formal teaching of some specialised subjects, such as Court of Session procedure, or commercial litigation. It would be desirable if there were some provision made in relation to Employment Tribunal practice.

Criminal Court Practice

Aim: To develop skills in relation to criminal advocacy and procedure.

Learning objectives: By the end of the course, students should be able to:

- (i) understand summary criminal procedure;
 - (ii) identify issues of competency, relevancy, and other preliminary matters, in connection with summary criminal complaints;
 - (iii) explain and discuss what is involved in preparing for a summary criminal trial, and how such a trial is conducted;
 - (iv) demonstrate an understanding of the nature of criminal advocacy, including the ethical considerations applicable to it;
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- (v) explain and discuss the rules of professional practice applicable to criminal advocacy, including registration for the provision of criminal legal assistance;
- (vi) demonstrate an awareness of the different appellate procedures applicable to summary criminal procedure, and the sentencing powers available to the summary criminal courts; and
- (vii) understand the basics of solemn procedure and appeals.

Structure and content: There needs to be a combination of procedural instruction, and practical sessions, particularly in relation to advocacy. An opportunity to see the criminal courts in action, and to learn the role of the fiscal, is desirable.

Recommended teaching time: 50 hours.

The PCC: It is suggested that there be a practical session in relation to a sheriff and jury trial, preferably involving a road traffic offence, (a) to give training in relation to solemn procedure; and (b) to allow the various skills learned in the Diploma, such as precognition skills, interviewing skills, examination and cross-examination, and administrative handling, to be put into practice in this type of criminal procedure. Other subjects might include legal aid, an advanced ethics course, and pleas in mitigation of sentence.

Company and Commercial

Aim: To develop skills relating to the formation, management and administration of private companies and the transactions and procedures typically undertaken in the context of their corporate activities.

Learning objectives: By the end of the course, students should be able to:

- (i) accept instructions from a client in connection with the incorporation of a company;
 - (ii) prepare and draft appropriate documentation in connection with the incorporation of a company, including basic articles of association;
 - (iii) explain and discuss the procedures for the issue and transfer of shares;
 - (iv) give basic advice to a client on the choice of business medium;
 - (v) advise on the more commonly encountered duties and responsibilities of directors and secretaries;
 - (vi) advise on procedures in connection with the convening and conduct of both directors' and members' meetings and drafting of appropriate documentation;
-

- (vii) deal with and understand ongoing company secretarial administration including in relation to maintenance of statutory registers and annual returns;
- (viii) carry out company searches and provide appropriate information in accordance with clients' instructions;
- (ix) understand the distinction between asset and share purchase and sales, and common form warranties;
- (x) draft basic disclosure letters;
- (xi) understand basic corporate lending;
- (xii) draft basic company forms, revisals of subscription agreements and of instruments of alteration;
- (xiii) advise shareholder clients in relation to minority rights and remedies;
- (xiv) understand the reasons for and procedures involved in a company own share buy back; and
- (xv) advise directors whose company encounters financial difficulties.

Structure and content: There may be a need for some formal lectures, but the emphasis should be on the practical aspects, particularly drafting and advising clients in relation to the various matters identified under the learning objectives.

Recommended teaching time: 50 hours.

The PCC: The Diploma course concentrates on the formation, management and administration of private companies and the transactions and procedures typically undertaken in the context of their corporate activities. This is considered appropriate for diplomates but various commercial, and company, topics of a more advanced nature would be suitable for inclusion in the PCC.

Public Administration

Aim: To develop skills in relation to public administration and an understanding of the role of the in-house solicitor in public service.

Learning objectives: By the end of the course, students should be able to:

- (i) demonstrate an understanding of the role and structure of public sector bodies and how their activities interact with the business community and the general public;
 - (ii) possess a working knowledge of the procedures involved in the administration and regulation of public meetings, the implementation of decisions and the respective roles of elected members and officers;
-

- (iii) understand the range of specialist activities required of public sector solicitors and their role as independent advisors to public sector bodies; and
- (iv) advise on issues of *vires*, and principles such as accountability and value for money which are relevant to public service.

Structure and content: The course should be delivered by a mixture of lectures and tutorials or practical workshops, divided equally among the three sections of the course content suggested below, including one or two hours on specific ethical issues affecting local authority solicitors. Such ethical issues would include, for example, the *ultra vires* doctrine, party political publicity, political restriction and exempt information.

It is suggested that the sections of the course are as follows:

1. Principles of public administration; roles of central and local government; operational framework of a local authority; law of meetings; local authority finance; elections; the role of the Scottish parliament; and the impact of the Human Rights Act 1998.
2. Local authority legal services including district courts, licensing boards, statutory conveyancing and CPOs, Children's Hearings, environmental protection, housing, planning and building control, roads and social work.
3. Functions of statutory bodies including NHS, local enterprise companies, the Scottish Office, Crown Office and Procurator Fiscal Service, Scottish Law Commission, and quangos, and the role of in-house solicitors in these bodies.
4. Interaction (including joint ventures) with the private sector, contracting out of services, and commercial activities of (especially) local government.

Useful examples of practical experience in the teaching of the course would include participation in a mock multi-disciplinary meeting, taking of minutes, report writing, drafting opinions for client departments and visits to council meetings and district court sittings.

Recommended teaching time: 50 hours.

The PCC: Appropriate specialist areas of in-house practice, such as compulsory purchase, Children's Hearings and environmental law.

Financial Services and Accountancy

Aim: To develop knowledge and understanding of (a) the provision and regulation of financial services; and (b) the information contained in accounts.

Learning objectives: By the end of the course, students should be able to:

- (i) explain and discuss the various forms of financial services available for clients, the regulation of the provision of financial services, including investment protection, complaints procedures, and compensation;
- (ii) advise clients in relation to basic investment decisions, including concepts of risk, advantages/disadvantages, flexibility, portfolio planning and charging structures;
- (iii) explain and discuss the taxation implications in relation to investments, and the general economic environment and context against which advice should be considered;
- (iv) explain, discuss and problem solve typical ethical difficulties arising in every day provision of financial services;
- (v) understand basic accounting concepts, the form and content of the annual accounts of trading enterprises, the tax law implications, and the workings of a standard accounting system;
- (vi) interpret simple accounting information; and
- (vii) appreciate the existence of different users of accounts and be aware of their particular interest in such accounts.

Structure and content: It would be useful to divide the course into two sections – the first dealing with finance; and the second with accountancy. Each part of the course would be delivered through a mixture of lectures introducing the necessary information required to fulfil the learning objectives, and tutorials based on appropriate course materials. Consideration should be given in the finance part of the course to giving sufficient instruction to enable students to take, or obtain exemption from, Paper I of the benchmark Financial Services exams of either the Chartered Insurance Institute (The Financial Planning Certificate) or the Securities Institute (The Investment Advice Certificate).

Recommended teaching time: 40 hours, preferably with slightly more time being devoted to the financial services section of the course. A suggested ratio would be 22 to 18.

The PCC: Some of the topics taught in the Diploma could usefully be taught in more detail in the PCC. For example, the regulatory environment applicable to financial services, and specialised form of accounts, particularly company accounts and accounts of other bodies such as friendly societies or charities.

Practice Management

Aim: To develop knowledge and understanding of practice management skills required in professional practice, including financial and accounting issues associated with the running of a law practice.

Learning objectives: By the end of the course, students should be able to:

- (i) identify and understand the issues involved in the concepts of client care, risk management, time management, file management and case load management;
- (ii) identify and understand the role played by information technology in a legal office;
- (iii) identify and understand elementary commercial considerations involved in running a law office, including basic partnership concepts;
- (iv) identify and understand the role of a trainee in a legal office in relation to its partners, employees, clients, and outside agencies with which it deals; and
- (v) demonstrate an understanding of the accounts rules, cash room procedures, the money laundering regulations, credit control, outlays on behalf of clients, charging fees to clients, and arrangements for payment of fees and outlays.

Structure and content: Students need to acquire some essential knowledge in order to understand the various skills taught in this course. They need to understand concepts such as client care, and risk management. They should be introduced to the Law Society material relating to client care and the accounts rules. They should be made familiar with the money laundering regulations and their applicability to various areas of practice.

Recommended teaching time: 40 hours, with approximately half of the course on learning objectives (i) and (ii) and the other half on objectives (iii), (iv) and (v).

The PCC: Suggestions for inclusion in the PCC are time management, and interpersonal skills. An emphasis on communication skills would also be useful. Time recording would be another option.

Professional Ethics and Conduct

Aim: To develop knowledge and understanding of the ethical principles governing the conduct of lawyers in Scotland enabling the identification of ethical problems as they arise in every day legal practice.

Learning objectives: By the end of the course, students should be able to:

- (i) explain and discuss the systems, practice rules and voluntary codes which regulate the legal profession in Scotland;
-

- (ii) explain and discuss the concepts of risk management, negligence, incompetence, inadequate professional service and misconduct; conflict of interest; client care in the context of the professional obligations of a solicitor to a client; the duties of a solicitor to the court and to professional colleagues; professional responsibilities in society; methods of dealing with ethical problems; and
- (iii) explain, discuss and problem solve typical ethical difficulties arising in every day legal practice.

Structure and content: Time should be devoted to giving students a knowledge of the principles of professional ethics through the use of practical examples. It is more important that students understand the principles than remember particular cases and dates. Students should be assisted to gain a practical understanding of the legal context in which the profession operates (including the relevant aspects of the law of agency and the law of evidence) as well as the rules and voluntary codes regulating the profession. Ethical issues which arise within particular practice areas should be dealt with in the relevant Diploma course.

Recommended teaching time: 20 hours, including the current three hour roadshow on professional ethics.

The PCC: It is suggested that the PCC phase should focus on developing skills and knowledge in the area of conflict of interest and client complaints. It is suggested that the PCC phase should consist of four hours in total broken down into two two-hour sessions.

One of the two-hour sessions should consist of developing, at an advanced level, knowledge and skills concerning conflict of interest and, in particular, setting the subject within the context of the whole area of solicitor/client relations.

The other two-hour session should comprise of a visit from one of the solicitors from the Law Society's Client Relations Department explaining how complaints are handled and the methods of resolution of those complaints. A complaints' partner from a solicitors firm should attend this session to explain the system adopted to deal with complaints. Stress should be laid on the wisdom of handling complaints within the office. This session should involve mainly practical advice with clear examples.

A.3. Part-time Study

The Society encourages applicant organisations to consider the possibility of part-time Diploma programmes. These may take a variety of formats, from part-time evening seminars to a combination of distance learning (discussed below) and weekend seminars. The Society must maintain consistent standards in the Diploma, consequently any applicant wishing to provide a part-time Diploma must demonstrate the ability of their organisation to manage such a programme and how the same standards as for a full-time

programme would be maintained. For example, persuasive evidence may include:

- The programme being of the same format as an accredited full-time programme but spread over a longer period
- A different format to an accredited full-time programme but the same assessments being used to ensure consistency

Or

- The use of external examiners to ensure consistency between full-time and part-time students.

A.4. Open, distance and e-learning guidelines

The Society is also open to applications relating to more innovative models of delivery. These three forms of teaching and learning present special challenges and opportunities for both students and providers. However it is essential that applicants adhere to sensible and research-proven guidelines for good practice in these modes of teaching and learning. It is expected that applicants will, in their programme documentation, demonstrate that they have followed guidelines for good practice in these areas. Many such sets of guidelines exist. In Appendix B are listed some of these in the area of e-learning and distance learning.

Appendix B: Distance-Learning and E-Learning Guidelines

Distance- and e-learning methods involve the delivery of materials at a distance to trainees. They also involve the construction of sophisticated supervision and communication with trainees, so that teaching and learning are integrated most effectively. The following sets of guidance outline many aspects of best practice in distance- and e-learning, and we would strongly advise any provider wishing to offer modules on this basis to consider them as indicative of the criteria that the Panel would apply to the modules.

Effective Practice with e-Learning: A good practice guide in designing for learning
http://www.jisc.ac.uk/uploaded_documents/ACF5D0.pdf

Learning and Teaching: What role can information and communications technology play in your learning and teaching?
http://www.jisc.ac.uk/uploaded_documents/AGlearnTeach.pdf

Usability and accessibility issues
www.techdis.ac.uk/seven/precepts.html <<http://www.techdis.ac.uk/seven/precepts.html>>

Appendix C: Accreditation Standards - General

The Panel will take cognisance of a range of factors including those specified generally in this documents and in the following Appendix (C) on 'Accreditation Standards – Specific'. Furthermore, in forming their recommendation the following standards will inform the decision-making:

- C.1 **Clarity** of information
- C.2 **Specificity** of information, in relation to what is requested
- C.3 **Detail** – adequate on which to form an opinion
- C.4 **Coverage** – that all issues are addressed
- C.5 Awareness of the **state-of-the-art** in relation to education, teaching, learning, methods, assessment, technology, resources needs, etc.
- C.6 Evidence of **commitment to the teaching** of legal skills and the associated resource implications
- C.7 Evidence of **commitment to research and/or development** which informs the core subjects of the Diploma as required by The Law Society of Scotland
- C.8 Evidence of **leadership and a clear vision**, mission, and objectives in relation to the delivery of legal education
- C.9 Awareness of the **needs and requirements of the legal profession** in relation to legal education
- C.10 Evidence of **Quality Assurance activity, reviews and inspections** - this will be persuasive in the decision making process. However, it should be noted that the role of the Society is Accreditation of the Diploma in Legal Practice, a part of the pathway to qualification as a solicitor. Consequently the emphasis will be on the role of the provider in preparing the students for subsequent stages of training and for the profession, not on simply general academic standing. Therefore, this document is separate to, and comes from a different perspective from, academic accreditation.

Failure in one or more of these general standards, as applied to the 'specific standards' should not necessarily prevent the accreditation, or the continuation of the accreditation, of a particular organisation. However, where the Panel agree there is a pattern of these 'general standards' not being met across one or more of the 'specific standards' then it is likely that accreditation may require the submission of further documents, a visit, be conditional, or that it may be refused; dependent on the seriousness and frequency of the failings.

The Panel can waive, for a set period or for the whole period of accreditation, any standard, criteria, or condition contained within this document. The Panel will only do so where an applicant has provided detailed information as to why the relevant criteria is not being/to be met along with an educationally justifiable alternative, solution, or substitute. For example, a reduction in contact hours but with the time made up through the use of an appropriate interactive online learning tool.

Appendix D: Accreditation Standards - Specific

D.1. General

The Society shall consider performance over the following range of standards, attributing appropriate degrees of importance to each of them in recognition that different applicant organisations may have different qualities and strengths and shall award accreditation if performance against that range of standards is considered to be acceptable. Failure in one or more of these 'specific standards', as interpreted in light of the 'general standards', should not necessarily prevent the accreditation, or the continuation of the accreditation, of a particular organisation. However, where the Panel agrees there is a pattern of these 'specific standards' not being met then it is likely that accreditation may require the submission of further documents, a visit, be conditional, or that it may be refused; dependent on the seriousness and frequency of the failings.

D.2. Staffing

D.2.1 Staff Qualifications

Teaching requires to be offered by organisation whose staff and tutors are qualified appropriately. Applicants will be expected to show an appropriate range of staff and practitioners involved in the programme with relevant qualifications and experience for vocational teaching of the various areas of law. Providers may also indicate where other appropriately qualified staff may be involved in the delivery of education. CVs should be submitted which specifically identify information relevant to staff/tutors ability to deliver the Diploma.

D.2.2 Staff Development

Applicant are expected to have appropriate staff development policies including induction and monitoring for new tutors. Areas covered should include:

- Skills teaching
- Small group teaching
- Assessment
- Equal Opportunities and Diversity
- Pastoral duties

Tutors should also be able to demonstrate being compliant with the CPD requirements of the Law Society of Scotland.

D.2.3 Staff Ratio

Other than in exceptional circumstances, a maximum acceptable staff/student ratio for small group work/tutorial should be 1:14 tutors to students. Applicants must justify educationally all class sizes described in the outline programme and lesson plans, paying particular attention to anywhere the 1:14 ration is/is likely to be/will be exceeded.

Any ratio is acceptable in large group teaching.

D.3. IT Facilities

The appropriate use of information and communications technology, including computer based learning and the Internet, is expected.

D.4. Teaching Accommodation & Support

Teaching accommodation should be adequate and appropriate for the attainment of the aims and objectives of practical and skills based Diploma.

Providers should be able to demonstrate that they have appropriate administrative support in relation to organising a complicated timetable using practitioner tutors.

D.5. Library Standard

The applicant should be in possession of adequate or better library resources. If an organisation has been accredited for the purposes of an LL.B. it is likely, although not inevitable, that the library standard will be acceptable.

D.6. Diversity and Equal Opportunities

The Law Society of Scotland has responsibilities under a range of Diversity legislation covering its public and regulatory functions, its operation as a qualifications body and as a membership organisation. As part of its commitment to meeting the requirements of this body of legislation the Society needs to be assured that issues of Diversity are taken into all decision making and policy setting.

Applicants are, therefore, required to provide information on Equal Opportunities and Diversity within their organisation, faculty, and department.

This information should include:

- Equal Opportunities statement of the provider
- Details of schemes and arrangements for promoting access
- Details of arrangements, accessibility and support services for people with a range of disabilities
- A statement on work undertaken to ensure that assessment methodologies and teaching methods do not discriminate on Diversity related criteria
- Information on how issues of discrimination, diversity, good relations and cultural understanding are taught pervasively through the curriculum, with this also being evident from learning outcomes, sample lesson plans, etc.

D.7. Details of how Learning Outcomes are to be met

For each core subject a description of how the learning objectives in the 'Course Syllabuses' will be met.

D.8. Structure of the teaching year

A timetable must be presented showing the week-by-week structure of the teaching year. It is understood that this may continue to evolve as the start date approaches however a clear and reasonably indicative timetable must be presented.

D.9. Outline programmes for each subject of the Diploma

For each core subject there must be an outline programme giving a session-by-session description of what will be covered. This need not be in great detail but should provide a 'feel' of how the student will progress through the topics that need covered in each subject.

D.10. Lesson Plans & Sample material

For each core subject sample lesson plans should be provided, detailing session aims/objectives, how these will be achieved, how teaching will be delivered, how group work will be used and supervised, what materials will be used, any assessment, and so on.

Even where core materials are available all providers supplement these in some respect with materials of their own. It is anticipated that applicants will provide example materials from each subject.

D.11. Details of the nature and number of assessments

- A single, definitive statement on the nature of assessment for each subject/set of learning outcomes.
 - A clear statement as to the appropriateness of assessment methods to a skills based programme.
 - How individual course assessments will be aggregated/combined (i.e. will all individual assessments need to be passed or only the aggregate mark).
 - A general statement on how the marks from the courses will be aggregated/combined.
 - Details of the criteria and staff training in relation to assessment.
 - An indication of at what stage in the timetable assessments for each course were likely to take place.
-

D.12. Reports on Student Feedback

It is essential that student feedback is gained on the Diploma programme and that such information is provided in annual reports to the Society.

Factors that should be measured include student perceptions of:

- Clarity of module aims, learning outcomes
- Effectiveness of Programme administration, including communication with students throughout the Programme
- Quality of experience and learning in lectures
- Quality of experience and learning in tutorials
- Feedback from assessed exercises, essays and on tutorial performance
- Accessibility of staff
- Accessibility of IT and library services
- The appropriate use of information and communications technology, including computer based learning and the Internet, is expected
- Quality of teaching materials

The Society reserves the right to develop a template questionnaire covering these areas and require the universities to administer this to students and collates results for feedback to the Society.

D.13. Randomly Selected Examples of Student Work

The applicant will be required to provide, in the case of the existing providers, assessed work of students who have completed the existing Diploma along with the relevant instructions and assessment details and in the case of other applications, assessed work of the classes of students of the LL.B. degree (especially any skills based assessment) along with the relevant instructions and assessment details or, where such scripts are not available, such other relevant examination scripts as may be appropriate for the purposes of accreditation. The applicant need not/will not be asked to provide examples further back than the previous academic year. The Society will make the relevant selection from the work received and may consult with external examiners/tutors with a view to ascertaining whether it meets the standard required for accreditation.

Appendix E: Application Form

Application for Accreditation of the Diploma in Legal Practice

Any body wishing to apply to run a Diploma in Legal Practice must complete this application form. Two copies of the completed application and all supporting documentation, plus the accreditation fee, should be sent to the Deputy Director of Education and Training at the Law Society of Scotland. This allows for a working copy and a file copy for the Society. Three to four further copies should be prepared and sent directly to Panel members, addresses will be intimated by the Society.

The Society must receive the application and all documentation at least six weeks before the meeting at which the application will be considered. The Deputy Director will advise the applicant of the date of the meeting as soon as possible after the applicant has made the initial written intimation of its intention to apply for accreditation.

Section A

Organisation	
Name:	_____
Address:	_____

Legal Post:	_____

Form of Diploma delivery

How will the organisation offer the Diploma? (Please tick all that apply)

- Full-time
- Part-time (please describe below)
- Distance-learning
- Other (please describe below)

Please note that if the organisation has ticked more than one box above it should provide separate details, where appropriate, of the programmes.

Contact names

Diploma applicant organisations are required to nominate a Programme Director. Please attach a brief CV together with a brief statement as to this person's suitability for the post.

Name of Programme Director:

Position within organisation: _____

Telephone: _____

Email address: _____

Name of administrative contact: _____

Position within organisation: _____

Telephone: _____

Email address: _____

Name of Head of School _____

Position within organisation: _____

Telephone: _____

Email address: _____

When does the organisation require accreditation by (for new providers this will be the first time you intend to run the Diploma, for current providers this will be the first intake of students after current accreditation expires)?

Please give approximate date.

How many places will be available on the Diploma?

Current provision of legal education & training

Does the organisation currently offer:

LL.B.

BA in law/law and management

HNC / HND in law/law and management

Diploma in Legal Practice

Professional Competence Course

CPD (legally related)

Other training (please describe briefly below)

Application Fee

£1500 + VAT – This fee is payable per Accreditation process (which may be for some or all of the above forms of delivery)

Please make cheques payable to The Law Society of Scotland

Authorising Signatures

Programme Director:

Head of School:

Vice Chancellor:

Please note: any change in the above details must be intimated to the Law Society.

Section B

The organisation is required to supply information regarding aspects of Diploma provision. Five to six copies of the application and all supporting documents and materials are required. Two copies must be sent with the accreditation fee to the Deputy Director, and one copy to each of the Panel members. The Society will provide the names and addresses of the Panel members who will consider the application.

Applicants should provide documentation in the following areas:

(i) Organisational Information

- Current undergraduate and postgraduate provision in law and allied subjects
- Length of experience in undergraduate, postgraduate or other relevant law courses. If available, institutional/school prospectuses should be supplied with this information
- An indication of the university's quality assurance procedures.

(ii) Resources Statement

- Teaching accommodation for the Diploma: extent, location, proximity to library and IT provision, forms of accommodation (ie lecture theatres, seminar rooms etc)
- Information technology provision: location, whether the provision is restricted to the use of law students or faculty students, the extent of the facilities (in both hardware and software), access to the facilities, the extent of technical assistance and the training given
- Library facilities and stocks: whether there is a separate law library; the extent of the holdings; whether the library stocks meet TQA and Society of Legal Scholars minimum holdings and, if the provision does not meet these standards, why such failure is not detrimental to the education of those aspiring to enter the profession as solicitors; library access and opening hours; library staff
- Student support services and pastoral care.

(iii) Diversity Statement

- Equal Opportunities statement of the provider
 - Details of schemes and arrangements for promoting access
 - Details of arrangements, accessibility and support services for people with a range of disabilities
 - A statement on work undertaken to ensure that assessment methodologies and teaching methods do not discriminate on Diversity related criteria
 - Information on how issues of discrimination, diversity, good relations and culturally understanding are taught pervasively through the curriculum.
-

(iv) Staff & Tutors

- The names of the staff and tutors who it is intended will teach and internally examine the Diploma
- A statement in respect of all members of staff as to whether they are full-time or part-time and/or contracted and the proportion of their teaching time each year devoted to the Diploma
- Curricula vitae of all staff/tutors, stating *inter alia*, their professional legal qualifications, their academic qualifications in law, their scholarly publications and their experience of education and skills teaching
- Details of how teaching ratios will be met
- Staff development and induction policies; procedures for monitoring new staff; indicative list of training and development activities of staff in previous year

(v) The Definitive Programme Document

This should include:

- The aims and objectives for the programme
- Details of how learning outcomes are to be met
- The curriculum including syllabi and reading/materials lists
- The structure of the teaching year
- Outline programmes for each subject
- Sample lessons plans and materials
- A detailed 'skills matrix' detailing how skills teaching is integrated throughout the programme.
- The assessment strategy and assessment objectives for the programme
- Assessment regulations
- Report on Student feedback
- A minute of the internal validation or quality assurance approval for the qualifying degree.

(vi) Examples of Students' Assessed Work

- In the case of existing providers, from students who have completed the existing Diploma
- In the case of other applications such other relevant examination scripts as may be appropriate for the purposes of accreditation, for example, from the LL.B. and in particular any skills based assessment in the LL.B.
- In all cases, the following principles apply: the examples should be drawn from three different subject areas normally including two taken in the final stages of the Diploma; ten examples from each chosen subject area should be submitted; If less than ten students have completed the assessment in a particular subject, all examples of the assessment in that area should be sent; where possible, the sample should include examples of assessments marked at either side of the pass/fail borderline and a 'good' pass
- The examples should be accompanied by the examination paper or assessment instructions and the mark schedule used by the internal assessors.

Guidance should also be sought from the Appendices on Accreditation Standards 'General' (Appendix B) and 'Specific' (Appendix C)

Appendix F: Application of this statement to previously accredited providers

E.1 Those providers which were previously accredited under the 'Diploma in Legal Practice Accreditation' and 'Diploma in Legal Practice Course Syllabus' shall enter the four yearly cycle of accreditation of this scheme and will be due for reaccreditation four years from the coming into force of this scheme.

E.2 These providers shall also be required to comply with the sections of this document stipulated in this Appendix from a date one year from the coming into force of this document in the following manner:

Such providers should take note of:

1. Introduction
+ all subsections
2. Programme Applications
2.2 Prior Arrangements – section 2.2.1 only
3. Accreditation Events, Procedures & Documents
 - 3.1 Application Procedure
 - 3.2 Period of Accreditation
 - 3.4 Period of Accreditation – sections 4.4.1. only
 - 3.5 Accreditation Fees

Appendix B
Appendix C
Appendix E

Such providers must comply with:

2. Programme Applications
 - 2.1 Basic Requirements
 - 2.2 Prior Arrangements – sections 2.2.2 & 2.2.3 only
3. Accreditation Events, Procedures & Documents
 - 3.3 Diploma Accreditation and Inspection Panels
 - 3.4 Period of Accreditation – sections 4.4.2., 4.4.3, & 4.4.4 only
 - 3.5.2 Fees – annual reporting fee will be due from all providers
 - 3.6 Appeals against Panel Decisions
4. Annual Reporting and Inspections

Appendix A
Appendix D
Appendix F
