

**THE HAMILTON LAW  
ASSOCIATION**



**SUBMISSION IN  
RESPONSE TO THE LAW  
SOCIETY OF ONTARIO'S  
"OPTIONS FOR LAWYER  
LICENSING: A  
CONSULTATION PAPER"**

**SEPTEMBER 19TH, 2018**

# INTRODUCTION

This submission is in response to the Law Society of Ontario's (LSO's) call for feedback on lawyer licensing, arising from the paper "Options for Lawyer Licensing: A Consultation Paper." The consultation paper discusses and evaluates four proposed options for lawyer licensing:

- Option 1: Current Model
- Option 2: Current Model with Enhancements
- Option 3: Examination-Based Licensing
- Option 4: LPP/PPD for All Candidates

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# OUR APPROACH

The Hamilton Law Association (HLA) has considered its response to the LSO's discussion paper carefully, given the importance of shaping the future of legal education in Ontario. This submission captures the thoughts and feedback from HLA members through two streams:

- A member-wide survey
- Interviews with articling principals and LPP/PPD mentors from firms in Hamilton

Appendix A and B of this submission provide detailed results of the survey and interviews.

The Board of The HLA has also reviewed this submission. Through this approach, we have attempted to provide feedback, primarily from the lens of firms, who are integral to the process of lawyer licensing but were less represented in the consultation paper.

# ABOUT THE HAMILTON LAW ASSOCIATION

Incorporated in 1879, The Hamilton Law Association is one of the oldest county and district law associations in Ontario. The Associations' affairs are governed by Trustees who ensure that Association undertakings are within the mandate and in the best interests of the legal community. With 1,028 members at the end of 2017, it has one of the highest rates of participation of any law associations in the Province.

The HLA continues to strive to educate and support its membership in the practice of law as well as advocate for their interests as lawyers. The HLA has a diverse membership with regards to identity:

- Approximately 49% of members practice in small firms and 34% practice in larger firms
- Almost one-third (29.2%) of members have less than six years experience while a significant percentage (40.67%) of membership has more than 21 years of experience
- 42.6% of members are female, a similar gender composition for all lawyers in Ontario
- 12% of lawyers identified as a racialized licensee

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## 1. Trends in Post-Secondary Education in Ontario

The lawyer licensing process in Ontario focuses on providing transitional, experiential training opportunities for law students. As the LSO (2018) indicates: *“Experiential training enables candidates to apply their formal learning and develop their skills, professional abilities and judgment, and to learn about what it means to be a lawyer”*.

Experiential training – also known as applied, or work-integrated, learning - is considered to be one of the fastest growing areas in post-secondary education in Ontario, spanning all disciplines and faculties (Council of Ontario Universities [COU], 2014). This is because experiential training and learning is an effective way to develop the skills and competencies employers are seeking. In fact, in a report by the Premier’s Highly Skilled Workforce Expert Panel (2016), it was identified that efforts must be made to strengthen and expand experiential learning opportunities. Moreover, experiential training and learning has benefits to the learner (e.g. applying knowledge and skills, revealing one’s preferences) and the employer (e.g. reviewing talent, tapping in to new ideas) (COU, 2014).

## 2. Comments on the LSO’s “Options for Lawyer Licensing: A Consultation Paper”

From our consultation process, we know that there is keen interest and investment in making sure that the lawyer licensing process in Ontario is effective in producing lawyers that are competent and meet the needs of the public they serve. At the same time, we know that there are opportunities for improvement with the system. Participants in our consultation process agree with many of the challenges identified in the paper itself, but often conveyed them from a different lens, the firm rather than the student.

As an example, here are some of the most common challenges with the current licensing process identified through our interviews and survey:

- For firms that do hire students, there is a large (and growing) administrative challenge to receive, review and interview the number of law students for each available job opportunity
- It can be challenging to understand compensation - what can and articling students be paid. There is significant competition to be attractive monetarily, which reduces the number of positions available at each firm.
- Students require a significant investment of resources (i.e. time, energy, financial) for onboarding and training, especially because many students are joining with limited experience both in the practice of law and general office functions. This is done without any support from larger bodies (e.g. LSO).

Even though we know challenges do exist, we support maintaining a system that requires licensing candidates to complete transitional, experiential training.

As highlighted above, our current system of transitional, experiential training best aligns with the growing trend in post-secondary education of experiential training, being adopted across every other discipline and profession. To drastically move away from this approach would shift the profession out of alignment with all others.

Furthermore, our membership itself strongly supports transitional experiential training for lawyer licensing, with some improvements to be made. As one of our respondents shared – *“Major changes aren’t necessary but the current system could be improved.”*

Further explanation of our position is described with the following three points.

### **3. Direct Experience is Invaluable**

Our members believe that direct experience in the studying and learning of the law is crucial to ensuring new lawyers are competent and effective practitioners. Through this work experience, students learn by observation and by application, get feedback in the moment and gain deeper insights in to their own practice preference. For students, it is a relatively low stakes learning opportunity to gain confidence, with oversight and support from experienced practitioners. This is the ideal route to transition from a learner to a practitioner.

In part, this support is based on the belief shared by a majority of our respondents that most law schools focus primarily on the theoretical in the teaching of the law, with very little practical experience and exposure. This is not a new criticism (Melnitzer, 2017) and some law schools in Ontario, and around the country, have worked to make changes (e.g. Lakehead University's Bora Laskin Faculty of Law). But, if most students do not or cannot access these programs, the experience received in articling or LPP/PPD is their first opportunity to draft materials, step in to a courtroom, and/or interact with clients.

Our members believe that competence can and should be achieved through practice; articling, and to a lesser extent the LPP/PPD pathways are the means to do so. Moreover, the curriculum portion of the LPP/PPD program provides a strong skill foundation for students. Spreading this curriculum to more students in the lawyer licensing process should be explored, as it could ensure more consistency and fairness between articling experiences (in the uptake of skill sets) and as a possible step to prepare for a practical skills examination should it be adopted.

### **4. Students are Valuable Members of our Firms**

Our members stated that students joining firms for articling positions or for LPP/PPD placements play a valuable role – in fact 74.81% of respondents to our member-wide survey indicated as much. Particularly, employing these students and working with them is beneficial for firms because:

- It is a means to preview potential hires
- It is an opportunity to access value-added and cost-effective work (often to the benefit of clients as well)
- It is a chance to mentor students and give back to the profession

In many cases, this value extends across multiple dimensions simultaneously.

### **5. Improvements are Possible and Needed, but There is Mixed Support**

Our members note that we need transitional training, as well as the recognition that improvements can be made.

From our consultation process, there is support for the enhancements that were identified, for example requiring minimum wage for positions. However, while there is general support for this enhancement, it would be prudent to highlight some of the reservations to them. For example, some of our respondents share that:

- Requiring all articling positions to be paid minimum wage may dis-incentivize firms from taking on students, especially smaller firms who already take on the fewest number of articling students.
- Without knowing the details of “additional oversight and audits”, there is some hesitation that it may in fact create bureaucracy and burden articling principals and their firms without protecting students and creating a consistent experience.

As part of our consultation process as well, respondents were able to provide additional enhancements for consideration. While Appendix B of our submission provides a more detailed list, we highlight a few key ones that fall under the three themes identified.

<b>Theme</b>	<b>Example</b>
<b>Changes to Timelines</b>	Adopt a 12-month cycle for articling to better match calendar year, to support workflows and continuity in firms and give students the chance to see a longer period
<b>Changes to Education</b>	Require an ethics primer before the beginning of practice and incorporate in to examination
<b>Change to Process</b>	Create incentives for law firms to hire more articling students (e.g. financial incentives, credit toward CPD Hours)

Furthermore, modifications to testing was also discussed through our consultation process. We identify that there are strengths and potential drawbacks to requiring the completing of the Barrister and Solicitors exam as a means to determine eligibility for experiential training. Passing these exams would help manage the supply/demand mismatch for articling positions. It would ensure that candidates are academically capable to practice law and would better protect firms; their time, energy and investment in to students would be returned, as the student has already demonstrated this competence. On the other hand, if the timing of the exam is not done in consideration of the current timing for the hiring of students (approximately 1 year before articling), this may create unfilled roles and missed opportunities.

Moreover, in considering the Barristers and Solicitors exam in general, we have identified concerns that the exam does not provide enough focus on practical application. We support testing that focuses on application and the skills needed to practice law. If there is no appetite to change the exam itself, an additional “practical” test, though burdensome to students and an additional cost to administer, would be a way to guarantee the skills acquired through transitional training.

## **6. We Need to Consider Another Contributing Factor**

Finally, our members feel it is extremely important to highlight a contributing factor to our current state – the growing size of law school classes. Throughout our consultation process, respondents often raised their frustration that any work done to re-imagine the articling process does not ultimately address this underlying issue in the training of lawyers. There are too many students for the current system, and with the addition of another law school in the coming years, this will only exacerbate the issue. Coupled with most law schools not preparing students to practice with a practical curriculum, as mentioned above, only means to exacerbate this issue. So, if we do not

address this issue in a way that balances capacity with training requirements, any changes we make to lawyer licensing will only result in superficial resolutions that are not sustainable or meaningful.

## 7. Conclusion

In summary, The Hamilton Law Association and its members believe that a lawyer licensing system that maintains the direct experience component is critical for our firms who employ them and our students who want to become well-trained lawyers. While we agree that there are changes that can be made to improve our system and have offered additional opportunities for consideration, to completely abandon the overall approach to lawyer licensing will ultimately be detrimental to all parties.

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**Appendix A: Analysis of Hamilton Law Association Member Survey**

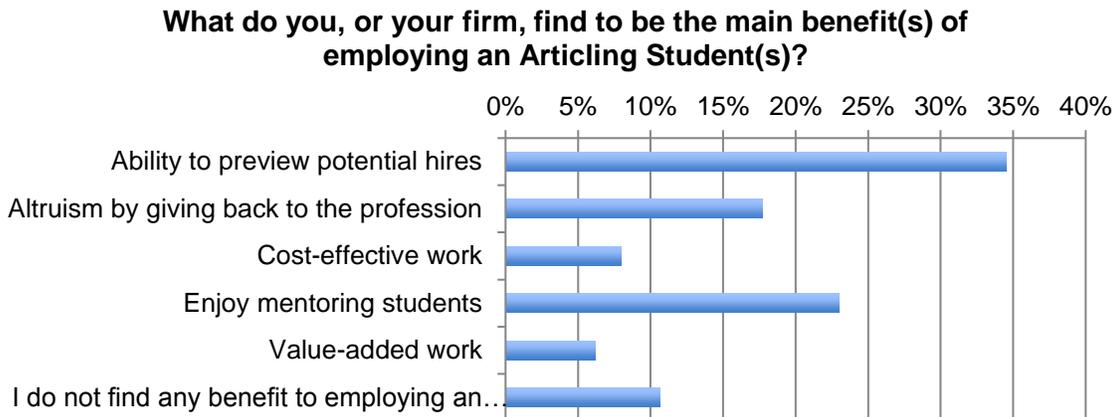
In order to capture the thoughts of the membership of The Hamilton Law Association, a survey was circulated using the SurveyMonkey platform. Through eight questions, respondents were asked to share their thoughts on the role and value of articling students, articling in general and their preferred recommendation of the Law Society of Ontario’s (LSO’s) four options.

In total, 139 individuals responded (15.98% response rate). Interestingly, of the 139 respondents, only 32 (23.02%) indicated that they are currently, or have been in the past, an Articling Principal. And of those that are, or have been, an Articling Principal, 50% have taken on 1-2 articling students in the past five years.

Below are key themes assessed from the survey results.

**Articling Students Provide Value for Firms**

Overwhelmingly, respondents believe that articling students do provide value to their firms (74.81%). Of the 113 respondents who shared further insights in to their response, the benefits of students exist across many factors, with clear preference for articling as a means to support hiring into the firm. Interestingly, though respondents were asked to pick only one option, 15 respondents used the “Comments” section to indicate that articling students provide more than one of the listed benefits for them/their firm.



Of the respondents that indicated that they do not find value in articling students, the most common responses included that they do not or have never hired articling students and that it is not cost-effective (i.e. the financial burden of hiring a student outweighs the benefits, especially for sole practitioners).

**There is Clear Support for the LSO’s Option 2 - Current Model with Enhancements**

Respondents revealed a clear preference for Option 2, which is the current model of two transitional pathways with enhancements added to fortify the process, including:

- Requiring candidates to pass the Barristers and Solicitors licensing examinations as a pre-requisite to transitional training
- Requiring candidates to pass a new skills examination in order to become licensed
- Paying candidates at the statutory minimum wage
- Providing greater oversight of articling and placements, including audits.

This table provides a breakdown of the response rate for each model, and the most common reasons for each choice provided by the respondents.

Model	Response %	Rationale
Current Model	27%	<ul style="list-style-type: none"> <li>• Need work-based, practical experience and training; these skills can only be learned through practice</li> <li>• Practical experience prepares students to serve public</li> <li>• Other options too onerous, inhibits freedom and/or expensive; this option is a good balance</li> <li>• <i>“It has worked well for all of these years”</i></li> </ul>
Current Model with Enhancements	47%	<ul style="list-style-type: none"> <li>• <i>“Major changes aren’t necessary but the current system could be improved.”</i></li> <li>• Should have a range of options available to students</li> <li>• A minimum wage is fair and reduces “extortion”</li> <li>• Oversight reduces students being taken advantage of and variation in experiences</li> <li>• Reduces the disparity between articling and LPP/PPD</li> <li>• <i>“Ensures that candidates meet both academic and practical elements that are critical to professional competence in the practice of law”</i></li> </ul>
Examination-Based Licensing	3%	<ul style="list-style-type: none"> <li>• Articling has variable content and experience</li> <li>• This addresses the lack of articling positions</li> <li>• Eliminates “two-tier model” perception of LPP/PPD</li> <li>• Reflects realities of working environment; practice training welcome/needed for small firms and solo practitioners</li> <li>• <i>“Removing the “cultural” education of lawyers in “how to practice” law may also release some much-needed innovation in how lawyers practice.”</i></li> </ul>
LPP/PPD for all Candidates	9%	<ul style="list-style-type: none"> <li>• Fairness</li> <li>• Articling “hit and miss”. LPP/PPD ensures more uniform training in broad practice skills and experience</li> <li>• Program works well; Excellent preparation for practice</li> </ul>
None of the Above	14%	<ul style="list-style-type: none"> <li>• There should only be one stream - articling                             <ul style="list-style-type: none"> <li>○ Creates “two tier class” of lawyers</li> <li>○ <i>“It is not the profession’s duty to ensure that everyone who graduates from law school can become a lawyer.”</i></li> </ul> </li> <li>• There should be no Barrister and Solicitors examinations – it does not test a lawyer’s capacity to practice law</li> <li>• Greater oversight/regulation of articling will deter firms from hiring, exaggerating the problem</li> <li>• No option addresses rising fees/costs to become a lawyer</li> </ul>

In addition, respondents were provided the opportunity to share additional enhancements they would recommend to the process. This table identifies some of the most common responses and the rationale for them.

<b>Enhancement</b>	<b>Rationale</b>
Hiring and training students can be expensive, making it prohibitive for firms to take them on. Provide incentives and/or resources (e.g. financial, CPD hours) to firms in order to promote the hiring of more articling students.	Would reduce the barrier to smaller firms or sole practitioners to take on students, increasing the number of positions available overall, and in this type of practice.
Enhanced oversight of articling principals/firms.	Ensure students are receiving a well-rounded and appropriate experience. “Check-ins” or training for principals ensures the relationship between the parties is fruitful for both.
Standardize curriculum and provide a greater emphasis on practical education. For example, mandating the training course component of the LPP/PPD and/or bringing back the “Bar Admissions” course.	Ensure students have the same basic practical knowledge and reduces the risk that may arise due to variable training between employers.
Consider modifications to the hiring process to ensure best-matches.	Reduce the risk that candidates take “the first offer” and make exploring opportunities from across the province easier. Mitigate against the impact that requiring the passing of the bar exams could have on hiring for articling (for candidates and firms).
Enhance LPP to be a more competitive articling alternative, including requiring payment of minimum wage for students who are in the LPP, enhanced outreach on it to the profession and improvements to the work placement time frame.	Reducing the stigma around the LPP/PPD would lead to greater acceptance amongst students and firms as an alternative to articling.
Allow supervised law work done during summers or during the year to count partially towards articling.	Would encourage students the chance to work while they learn and would give them “credit” for this work. Would reduce the burden on the articling system.
Shift testing to focus on skill acquisition and application rather than knowledge acquisition.	Ensures students are gaining the skills directly relevant to the practice of law.

### **Consider Addressing Contributing Factors - Other Interesting Feedback Shared**

Respondents were also given the opportunity to provide additional feedback. Of those that provided additional feedback, a strong theme emerged around the need to address other factors in the education of lawyers, not just articling. Issues were raised with the current size of law school classes and the number of people called to the bar, including a growing number of candidates who have studied overseas, as well as the need to reimagine the current curriculum in law schools, to ensure that it is preparing students for work, in the practical sense, and developing the best qualified candidates. As one respondent highlighted:

*“...The current academic environment is graduating (1) too many students for the current articling market, particularly with the time pressures imposed by the cost of schooling; and (2) students that are, in large part, unequipped to practice independently immediately out of school. Tweak post-school requirements, etc., as much as you like, but these contributing problems remain.”*

**Appendix B: Analysis of Interviews with Articling Principals from Hamilton Law Firms**

Interviews were conducted with articling principals from Hamilton law firms; because of their closeness to articling, these individuals were able to provide deeper insights and feedback in to this process. Requests were sent to all 18 known firms hire articling students; 11 firms participated.

Through nine questions, respondents were asked to share their thoughts on the role and value of articling students, articling in general and their preferred recommendation of the Law Society of Ontario's (LSO's) four options from the "Options for Lawyer Licensing: A Consultation Paper."

Below are key themes assessed from these interviews. Please note that due to a small number of interviewees expressing having experience with the Law Practice program (LPP)/Programme de pratique du droit (PPD), responses primarily focus on the traditional articling stream.

**Lawyer Licensing at Hamilton's Law Firms**

Firms represented by interviewees offer a range of experiences for their articling students. Larger, full service firms tend to hire more students each year (3-4) and provide a rotation system to split the student's time in litigation practice areas and solicitor practice areas. Firms with a focused or smaller practice hire fewer students each year (1-2) and there is less of a formal program, though efforts are made to expose students to various functions and files. Students work with any lawyer (or team) needing help, and the student can also "select" their work. In all situations, some students are expected to oversee small claims matters.

Furthermore, there is a mix in the formality of the mentorship programs available. Some have formal mentors, separate to the articling principal; often, these are individuals who were previously articling students of the firm. Others have no formal mentorship program, though informal mentorship opportunities do exist.

Of the 11 interviews conducted, two interviewees have had interactions with both traditional articling and the Practice program (LPP)/Programme de pratique du droit (PPD).

**"There is nothing like experience"**

Both articling and LPP/PPD have experiential learning components, which gives students access to direct learning experiences. When asked about the role of direct experience in the studying and learning of the law, interviewees overwhelmingly agreed that it is crucial and invaluable. Students are able to learn by observation and by application, get feedback in the moment and gain deeper insights in to their own practice preference.

Furthermore, interviewees shared that law schools focus primarily on the theoretical in the teaching of the law, with very little practical experience and exposure. As such, for many students, hands on experience through articling or LPP/PPD is also the first opportunity to step in to a courtroom, interact with clients, and draft materials, as opposed to the learning legal theory.

**Current System of Lawyer Licensing is Beneficial for Students and Firms**

Key strengths with the current process were identified from the perspective of the student and the firm.

<b>For Students</b>	<b>For Firms</b>
Low stakes learning opportunity to gain confidence, with oversight and support from experienced practitioners.	Recruitment opportunity – an extended job interview. Builds trust and faith in the student, better understanding of their abilities, and high degree of comfort in the new hire. Opportunity to grow the firm.
Gain “hands on” experiences that cannot be easily replicated in a classroom or virtual program. Augments theoretical learning.	Firms can select exceptional candidate(s) given the large pool of applicants.
Can be exposed to a broad range of practice areas and practice styles/personalities.	Better acclimatization to the corporate culture of a firm.
Opportunity for mentorship, personal and professional development as well as support (though not always available or prioritized).	Well understood by firms – know how it works and have developed systems and processes for hiring.

**However, Significant Challenges or Barriers also Exist, Especially for Firms**

When asked to comment on any challenges or barriers with the current process, interviewees identified the following issues.

<b>For Students</b>	<b>For Firms</b>
Inequitable experiences in articling, often with regards to pay, type and exposure to work.	Mismatch between number of law students looking for articling positions relative to the number of roles available, creating administrative challenges to receive, review and interview candidates.
Students being used inappropriately, which challenges their confidence and/or creates insufficient or ineffective experiences.	Students may be used inappropriately (e.g. given work above their training or ability). This creates a liability for the firm or, if student not used for work, challenges in workflows.
LPP/PPD candidates are stigmatized for going through this stream and are not viewed equally (“couldn’t find an articling position”). Negative perception of a two-tier system.	Compensation is challenging, trying to understand what can and should be paid. Significant competition to be attractive monetarily reduces the number of positions available at each firm.

	Students require a significant investment of resources (i.e. time, energy, financial) for onboarding and training, especially because many students are joining with limited experience both in the practice of law and general office functions. This is done without any support from larger bodies (e.g. LSO).
	Not everyone who articling wants to practice law – creates a liability to the firm, impedes workflow and is a lost investment.
	The time gap between when the interviewing process takes place and when the person joins the firm increases risk for a poor match.
	The National Committee on Accreditation (NCA) accreditation process for out of province trained students is confusing. Students’ previous experience can be varied and some challenges with students hired through this process.

**Articling Students Do Bring Value to Firms**

Though the process itself may have its challenges, overwhelmingly interviewees shared that articling students bring a tremendous amount of value to firms, across several modalities and functions.

<b>Performing Functions for Lawyers/Articling Principals</b>	Particularly helpful with file management, preparing for court and discoveries, research. A great articling student, by “the second half” of their term, can be like having a junior lawyer and they provide value-added work.
<b>Bring New Perspectives into the Practice of Law</b>	Keeps practitioners “current” and up-to date, especially on case law, technology, and the future of law.
<b>Reduced Rate/Pro-Bono Fees for Clients</b>	Benefit to the client, who can receive legal work at a reduced rate when done by students.
<b>Opportunity for Mentorship, Both Ways</b>	There is personal gratification for senior lawyers to mentor new students and pass on knowledge. Reverse mentorship opportunities also exist, as students have a different skillset and experience, especially with regards to technology, doing research and are often more comfortable and efficient with its use. This can be particularly helpful to practitioners, which can result in a reverse sharing of knowledge.

<b>Enthusiasm, Work Ethic, and Eagerness to Learn</b>	This energy can be a positive contribution to the culture and environment of the firm.
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### **Impact of LPP/PPD for Candidates Difficult to Assess, But Positive**

Because of the limited experience of interviewees with the LPP/PPD program, it is difficult to fully assess the impact, strengths and opportunities of the program as part of this work.

However, some anecdotal evidence from the interviewees was shared. One interviewee who has employed both an articling student and an LPP candidate felt the LPP candidate came well equipped with key skills (e.g. interviewing) and had had more experience overall than the articling student, though the LPP candidate had limited preparation to do solicitor work.

Another interviewee, who had acted as an articling principal and a mentor in the LPP program (i.e. reviewing candidates work, conducting consultations as part of the virtual law firm), felt that the LPP was more equitable for candidates. However, as an articling principal, they were able to provide a broader array of mentorship opportunities and socialization in the Hamilton legal community alongside skill development and experience, because of the structure of articling.

### **Strong Consensus for Maintaining Current System, with Enhancements (Option No. 2)**

A large majority of interviewees were in support of maintaining the current two-stream system, with improvements. This support stems from the strong belief in the power of direct experience and comfort with the system, as well an appreciation for the LPP/PPD stream to ensure more people can practice.

When discussing the other options presented (3 and 4), concern was raised that either adopting the LPP/PPD program alone or moving to an examination-based licensing system would not give students the same breadth, depth or exposure to direct, hands on learning. As a result, some interviewees expressed concerns that either approach would create first year associates too inexperienced to practice and firms less inclined to hire them. Or, if articling were to be removed entirely, the learning that happens during that process would just be absorbed as part of a firm's onboarding/probationary period

Of the two interviewees that did indicate their personal support for Option 3 - instituting LPP for all candidates – they felt it was a somewhat fairer process to find positions and the experiences in the program created more equity for students.

With regard to enhancing the current process, interviewees were generally supportive of the enhancements suggested by the LSO, and even offered additional changes for consideration, grouped in to the following themes. It will be important to assess whether all of these amendments, including those already proposed by the LSO, are attainable.

Changes to Timelines	<ul style="list-style-type: none"> <li>• Adopting a 12-month cycle to better match calendar year, support workflows and continuity in firms and give students the chance to see a longer period</li> <li>• Require the LPP placement to be 6-months</li> </ul>
Changes to Education	<ul style="list-style-type: none"> <li>• Adopt the LPP/PPD practicum curriculum in to law school education</li> <li>• Require an ethics primer before the beginning of practice and incorporate in to examination</li> <li>• Encourage students to work in firms during higher levels of study</li> </ul>
Change to Process	<ul style="list-style-type: none"> <li>• Remove or Improve the Articling Plan and Articling Student Evaluations - too generic, confusing and time consuming</li> <li>• Regulate the NCA Candidate qualifications</li> <li>• Decrease competitiveness through a lottery system</li> <li>• Create incentives for law firms to hire more articling students</li> <li>• More practical steps and information for equity, diversity, and inclusion</li> <li>• Equitable opportunities to pay licensing fees regardless of LLP or articling stream</li> </ul>

### **Other Interesting Feedback Shared**

Interviewees were also given the opportunity to provide additional feedback. Of those that chose to share, three important issues were raised.

First, one interviewee felt that the consultation paper and its comments was jurisdictionally specific and may not accurately reflect or apply to Hamilton. For example, there is current work by The Hamilton Law Association to re-examine the timelines of articling applications, as articling procedures in Hamilton differ from the rest of the province. If these variations do exist, moving forward with province-wide changes requires a fulsome understanding of how they may differentially impact jurisdictions.

Second, through the interview process, it was shared by multiple interviewees that the work being done to re-imagine the articling process does not address the underlying issues in the training of lawyers - namely growing class sizes without a growing base of articling placements.

Finally, challenges with the Barristers and Solicitors examination were identified, particularly the LSO's shift to only administering the exam, not creating formal preparatory materials as well as the theoretical nature of the test.